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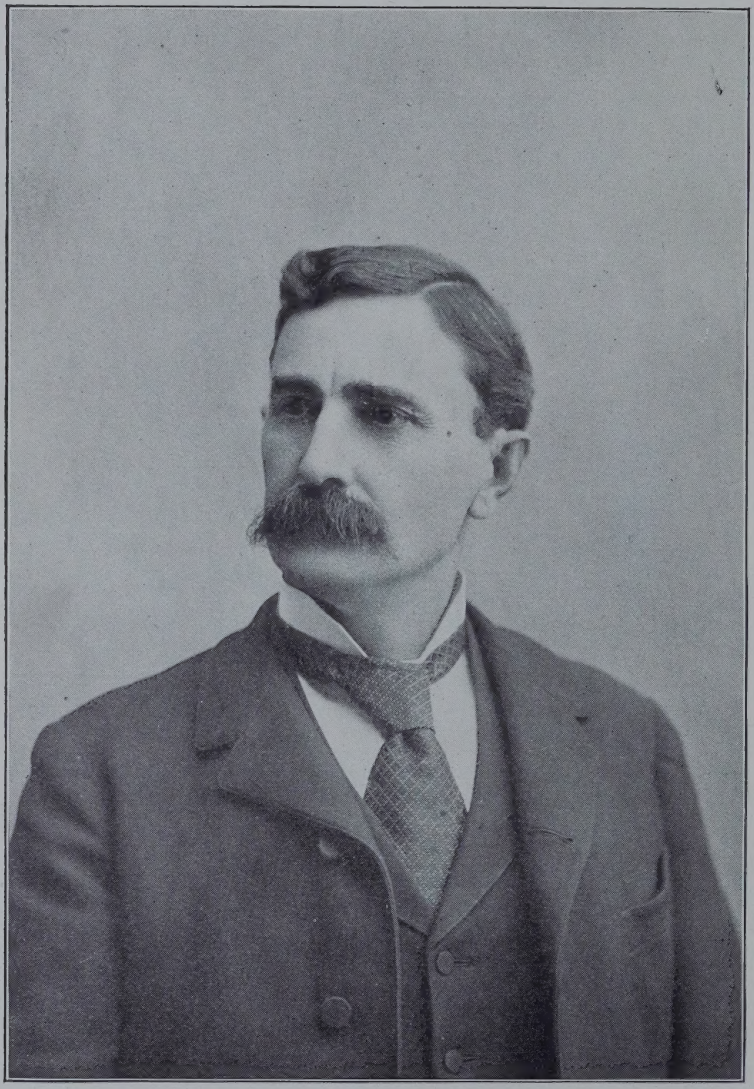

A. K. Goudy, Superintendent of Public Instruction 1891-1895.

In Memoriam.

ALEXANDER K. GOUDY.

The grim messenger called at the home of A. K. Goudy on Tuesday evening, June 12, 1906, and tho' he had been looked for for some years and his approach guarded against, and his coming known to be unwelcome, yet at twilight he came without disturbing the surroundings or causing the rustle of a leaf, and the life course of Mr. Goudy was at an end and sorrow, deep sorrow, (tho' unmixed with bitterness and remorse,) was in that home.

The funeral was held at the home on Friday afternoon and the usual tedious and monotonous funeral sermon in support of some of the isms of the day, was quietly pushed aside, while a number of friends who had been his co-educators in past years, spoke of the noble and useful life led by the one whose life work was now complete, and extended congratulations to those who had been most dear to him because that they with him had ever made life worth living, aye, a heaven of earth.

Those who came forward with congratulations because the devoted companion and others could look back on the years past without remorse, and words of condolence because the ties had been severed, were State Superintendent McBrien, Ex-State Superintendent Jackson, and Professors Crabtree, Duncanson, and their words were opportune. The remains were laid to rest in Mt. Vernon cemetery.

Alexander Kirkpatrick Goudy was born in Ohio, May 13, 1847, had resided in Nebraska since 1874, was married to Alice Daily in July, 1882, and up to the time that his health gave way was one of Nebraska's most energetic and successful educators, serving with credit as teacher, principal of city schools, city superintendent and state superintendent of public instruction, and was not only an earnest educator, but a strictly conscientious man.—THE AUBURN GRANGER.

Prof. A. K. Goudy I knew first as a teacher in the state normal school at Peru, where he came twenty-four years ago as the instructor in arithmetic and civics. He was a stranger to us, but soon his skill as an instructor, his kindly manner and helpfulness, his calm dignity and personal magnetism, his quiet humor won our respect, our admiration, and our love. Of the score of teachers from whom I have received instruction only a few, a very few, do I count as great teachers. Mr. Goudy was one of the truly great ones.

In one sense he gave his life for the people of Nebraska. For one who spends more than a quarter of a century in actual school work is subject to a physical strain that can be endured only by the stoutest heart, by nerves of iron. In a measure, he was a victim of the abnormal tension, the nerve-racking strain that characterizes the public school system of Nebraska.

His career as state superintendent of public instruction was marked by a genuine devotion to the best interests of the schools; full of love for pupils and teachers. His religion was a religion of helpfulness—the true religion. I never went to him for help but that he met me with a genial smile, a hearty hand-clasp, a helpful word and scholarly advice that sent me back to my work full of hope and courage.

As an educator he belongs to us all, to the state, and to-day Nebraska mourns his loss. The hundreds of his pupils and the teachers who were his associates, all of whom learned to call him friend, to-day weep for him and mingle their tears with those of her who feels his loss most keenly. To her our hearts go out in fullest sympathy.

He was my teacher and I loved him, and this I hold is the highest tribute that one man can pay to the memory of another.

C. J. PIERSON.

Auburn, Nebr., June 15, 1906.

Mr. Goudy was not only a tower of strength to me in my work, but a firm, personal friend. As I think of his work I am impressed by its permanent, enduring qualities, and that seems to me especially pleasant to dwell upon, in view of the fact that he was so early in life obliged to withdraw from the activities that he loved.

You speak of the helping hand which he extended to the beginning teachers. It seems to me that his great aim as state superintendent was to make vital the connection between the sod schoolhouse and the university, the struggling district school teacher and the college professor. Perhaps we in the west felt this most keenly because we were in the land of the sod schoolhouse. I am very sure that many a poorly equipped teacher and many a district school scholar received his vision of higher and broader things through Mr. Goudy's inspiration.

His work was never time serving, never superficial, never selfish, and upon that foundation we, who have worked with him, feel that with him, "the best is yet to be." MARY E. HOSFORD.

(Formerly county superintendent of Lincoln county and secretary Nebraska State Teachers' Association.)

Oberlin, Ohio, August 1, 1906.

In the death of Hon. A. K. Goudy, on the 12th inst., the state has sustained a great loss. His life was a life of usefulness and his cause was that of humanity. To his many friends he was noted for

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his generous spirit, for his wise counsel, and for his devotion to the interests of others. He was best known to the state as an educator of high rank; he was in charge of the Pawnee City Academy for a number of years, was teacher in the Nebraska State Normal school, and was state superintendent of public instruction for four years. Through his peculiar influence there has dawned upon many a young person new ideals which resulted in the living of a more complete life. He was happy in disposition, witty and tactful in speech, and modest and unassuming in manner. As a friend to mankind and a benefactor to his state we mourn his departure. H. B. DUNCANSON.

It has been more than twenty years since I first became acquainted with the late A. K. Goudy. Our first meeting was about 1884 or 1885 in institute work at Tecumseh, where he was an instructor and I was attending my first institute as a prospective teacher.

As an institute instructor he had few equals. The inspiration and the help I received in that institute have accompanied me all through my work in teaching. The beginning teachers felt at home with this man. He extended to them a helping hand. He was their friend.

It was my privilege to be associated with him as a county superintendent while he was state superintendent. We always welcomed him to our county institute. His wit and his humor always enlivened the institute and his encouragement taught us that life is real, earnest, and worth living.

It is no disparagement to any of his predecessors or to any of his successors in the office of state superintendent of public instruction to say that no man before him and no man after him has given the state better service in this office than Mr. Goudy.

The one act of his administration which stands out prominently, and which is probably the greatest act of any one administration of this office, is the "Free Text Book Law," which was enacted during his first term. This is the best free text book law in any state of the Union. Teachers of the present generation, with the district uniformity of text books as provided under this law, have little idea of the difficulties that confronted teachers as well as pupils under the old law of pupil ownership of text books. Our free text book law stands as an enduring monument to Mr. Goudy.

He was systematic in all of his work. He made system the hinge of business. He knew that without system there is no business.

He was a master of classic English. He was sparing of his words, but used them with great precision. "To hear him talk was like watching some one crossing a brook on stepping-stones. His noun had to wait for its verb or its adjective until he was ready; then his speech would come down upon the word he wanted to use and not Worcester nor Webster could better it from all the wealth of their huge vocabularies."

On the day of his death I drove from Peru to Auburn with my old friend, Professor C. J. Pierson of Auburn, and who had just recently returned from Manila. As we left Peru the liveryman directed us to drive past the farm home of Major William Dailey. I asked Mr. Pierson if this would not take us by the home where Mr. and Mrs. Goudy were living. He replied that it would. I suggested that we should stop and shake hands with them for old friendship's sake. Mr. Pierson agreed that we should do this, but called my attention to the limited time at our command for making the Missouri Pacific train for Lincoln that afternoon. As we passed the home of Major Dailey my friend asked me if we should stop and shake hands with Mr. Goudy. I said, "Yes." We stopped our team, but not seeing Mr. Goudy around the place, I said to Mr. Pierson, "Let us drive on; it will only annoy them and us to stop for so short a time anyway." We had driven well past the home when all of a sudden a feeling came over me that I could not stand it to pass by where Mr. Goudy lived without shaking hands with him, and so we turned our team round and drove back. Mr. Goudy came out to the buggy. We got out and shook hands with him and exchanged greetings and jokes as in the good old days.

Mr. Goudy, laughing, laid one hand on Mr. Pierson's shoulder and the other on mine and said: "When shall I get two such men together again?" Mr. Pierson replied: "When shall you get three such men together again?"

I joined them by saying, "When shall we three meet again?" We all laughed. After these pleasantries I asked Mr. Goudy how he was getting along. His reply was: "I am trying to make myself believe I am alive when I know I am not." And then our conversation was of a more serious nature. We bade him good-bye and drove on for our train.

While we knew he was not strong physically that day, both Mr. Pierson and myself remarked that we had never seen him brighter mentally nor more choice in his use of the English language. We discussed his great service to the public and both agreed that it was not the lot of such a man to be properly appreciated while living.

It was a great shock to me the next morning when I received from Mr. Pierson a telegram saying that Mr. Goudy died a few hours after our talk with him. Our commonwealth has lost a noble citizen, but the good he did will live after him.

"By the bright waters now his lot is cast,
His bark has passed
The rough sea's foam;
His heart is filled, his peace is won,
He has gone Home."

J. L. McBRIEN.

NINETEENTH BIENNIAL REPORT

OF THE

STATE SUPERINTENDENT

OF PUBLIC INSTRUCTION

TO THE

GOVERNOR

OF THE STATE OF NEBRASKA

FOR THE BIENNIUM BEGINNING JANUARY 2, 1905
AND ENDING JANUARY 2, 1907

J. L. McBRIEN

STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

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LETTER OF TRANSMITTAL

STATE OF NEBRASKA

DEPARTMENT OF PUBLIC INSTRUCTION

LINCOLN

To His Excellency, John H. Mickey,
Governor of the State of Nebraska.

Sir:—In compliance with the provisions of law, I have the honor to submit herewith the Nineteenth Biennial Report of the State Department of Public Instruction for the biennium ending January 2, 1907.

Very respectfully,

J. L. McBRIEN.
Superintendent.

January 2, 1907.

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STATE OF NEBRASKA

DEPARTMENT OF PUBLIC INSTRUCTION

LINCOLN

The Nineteenth Biennial Report of the State Superintendent of Public Instruction is submitted pursuant to the requirements of the laws of Nebraska. The statistics bearing upon the public school system are for the school years ending July 10, 1905, and July 9, 1906, but before the report was published we were able to include much information of a later date.

We have thought it well to include the principal school legislation enacted by the legislature of 1907. Some information was incorporated in this report as late as June 1, 1907. There has been an unavoidable delay in the publication of this report, but we trust the new matter it contains will atone for its lateness.

Never in the history of the state was the interest in public school matters greater than now. During the biennium many modern school buildings have taken the place of old ones. Under the new certification law the qualifications of teachers have been raised and their salaries increased. Over 6,000 teachers were in attendance at approved summer schools in 1906. The aggregate increase in teachers' salaries in Nebraska for the school years 1906-7 and 1907-8 will be over half a million dollars. This success is due to the heroic efforts of the consecrated school men and school women of Nebraska. The battle cry throughout the state is "Better teachers, better salaries, better schools."

June 1, 1907. J. L. McBRIEN, Superintendent.

SCHOOL LEGISLATION

1905-6

1907-8

THE NEW CERTIFICATION LAW.

AUTHORSHIP OF LAW.

The new certification law was framed by a committee of seven county superintendents appointed by the County Superintendents' Section of the Nebraska State Teachers' Association at Omaha, December, 1904. The following county superintendents comprised this committee: Supt. A. Softley of Perkins county; Supt. Charles Arnot of Dodge county, Supt. A. E. Ward of Cedar county, Supt. J. A. Stahl of Cuming county, Supt. R. C. King of Otoe county, Supt. Etta Brown of Cherry county, and Supt. Eugene Brookings of Burt county.

The bill drafted by the committee was introduced into the House by the Hon. Charles J. Warner of Lancaster county. Great praise is due Mr. Warner for his diplomacy in securing the passage of this law.

In section 16 of the original bill as drafted by the committee of county superintendents a fee of $2.00 was required from each applicant for each examination, one dollar of which was to go to the institute fund and one dollar to be remitted to the office of the state superintendent to defray the expenses of the examination. But as the law did not go into effect until October 1, 1905, and as some of the members of the legislature favored a direct appropriation by the state to cover the necessary expenses of the examination and the cancellation of all fees so far as the teachers were concerned, a compromise was made for a fee of $1.50, one dollar of which goes to the institute fund of the proper county and fifty cents of which is remitted to the office of the state superintendent to defray in part the expenses of the examination. This makes it necessary, as was understood by the legislature which passed this law, for an appropriation to be made each biennium sufficient to meet the deficit in expenses on account of the small fee of fifty cents which comes to this office and the great amount of work to be done here.

THE LAW.

(Subdivision 9a, School Laws for 1905.)

Section 1.—**No ex-post facto.**—Nothing in this act shall be construed to invalidate any certificate heretofore granted under the laws of the state of Nebraska, but the same shall continue in effect until the expiration of the time for which such certificate was granted, and any contract made in good faith by and between any teacher and any board of education under the provisions of the school laws of this state heretofore existing is hereby recognized as a valid contract during the life of such certificate, the same as if made under the provisions of this act.

Sec. 2.—**Classes of certificates.**—The teachers' certificates issued by authority of the state of Nebraska, and entitling the holders thereof to teach in the schools of this state, shall consist of three principal classes, viz., state certificates, county certificates, and city certificates.

Sec. 3.—**State certificates, classes of.**—State certificates shall consist of three classes, viz.:

First. The professional state certificate which shall be good for life, entitling the holder thereof to teach in any public school of Nebraska. Provided, That no life certificate shall be in force after the holder shall permit a space of three years to lapse without following some educational pursuit, unless said certificate be endorsed by the state superintendent.

Second. The first grade state certificate which shall be good for three years from date of issuance, entitling the holder thereof to teach in any public school of Nebraska during the life of such certificate. After three years of successful experience the holder of a first grade state certificate shall be entitled to a professional state certificate good for life.

Third. The elementary state certificate which shall be good for a term of not less than one year and not to exceed three years from date of issuance, at the discretion of the county superintendent of the county in which the holder of such certificate shall teach.

Sec. 4.—**County certificates, grades of.**—County certificates shall consist of three grades, viz.:

First. The first grade county certificate which shall be valid in and for the county where granted for a term of not less than two years and not to exceed three years from date of issuance, at the discretion of the county superintendent of the county in which the holder of such certificate shall teach.

Second. The second grade county certificate which shall be valid in and for the county where granted for a term of not less than one year and not to exceed two years from date of issuance, at the discretion of the county superintendent of the county in which the holder of such certificate shall teach.

Third. The third grade county certificate which shall be valid in and for the county where granted for such term as the county superintendent may deem best, but not exceeding one year from date of issuance. Provided, That no person shall be entitled to receive more than one third grade county certificate.

Sec. 5.—**City certificates.**—City certificates shall continue to be granted as provided in section 19, subdivision XIV, chapter 79 of the Compiled Statutes of Nebraska for 1903 (Wheeler), except as hereinafter provided.

Sec. 6.—**Professional state certificates.**—The professional state certificate may be granted to any person of approved learning and character, and possessing evident ability in the science and art of

school management, who has had one year's successful experience as a teacher in the public schools of this state, who holds a first grade county certificate and in addition thereto shall pass a satisfactory examination before the superintendent of public instruction or a committee of three competent persons appointed by him, in chemistry, English literature, general history, geology, physical geography, plane trigonometry, psychology, rhetoric, and zoology.

The professional state certificate may be granted also to any person who is a graduate from a college or university of good standing of this or any other state, who has had three years' successful experience as a teacher in the public schools of Nebraska, and who holds a first grade county certificate issued in this state.

The professional state certificate may be granted also to any person who holds a diploma from a state normal school of another state conferring the right to teach for life in said state.

The professional state certificate may be granted also, at the discretion of the state superintendent, to the holder of a professional state certificate from another state.

All certificates named in this section shall be granted by the state superintendent of public instruction.

Sec. 7.—**First grade county certificates.**—The first grade county certificate may be granted to any person of approved learning and character, and possessing evident ability to teach and govern a school, who shall pass a satisfactory examination in all the branches required to obtain a second grade county certificate, and in algebra, botany, geometry, and physics. Provided, That on and after September 1, 1907, no person shall be granted a first grade county certificate who has not had at least twelve weeks' normal training in a college, university, or normal school of approved standing in this or in another state, or in a state junior normal school of Nebraska, or in a high school of Nebraska, approved by the state superintendent of public instruction as being equipped to give such normal training. Provided further, That one or more years' successful experience as a teacher may be considered the equivalent of the normal training required by this section.

Sec. 8.—**Second grade county certificates.**—The second grade county certificate may be granted to any person of approved learning and character, who, in addition to the branches specified for the third grade county certificate, shall pass a satisfactory examination in civil government, bookkeeping, blackboard drawing, theory and art of teaching, and the elements of agriculture, including a fair knowledge of the structure and habits of the common plants, insects, birds and quadrupeds. Provided, That on and after September 1, 1907, no person shall be granted a second grade county certificate who has not had at least eight weeks' normal training in a college, university, or normal school of approved standing in this or in another state, or in

a state junior normal school of Nebraska, or in a high school of Nebraska approved by the state superintendent of public instruction as being equipped to give such normal training. Provided further, That one or more years' successful experience as a teacher may be considered the equivalent of the normal training required by this section.

Sec. 9.—**Third grade county certificates.**—The third grade county certificate may be granted to any person of approved character who shall pass a satisfactory examination in orthography, reading, penmanship, geography, arithmetic, physiology and hygiene, English composition, English grammar, and United States history.

Sec. 10.—**Preparation of examination questions—Marking and filing papers.**—The state superintendent of public instruction shall prepare all questions for the examination of applicants for teachers' certificates as provided under this act, both county and state, and shall prescribe all rules and regulations for the conduct of all such examinations, and shall determine the times and places for all examinations, except as hereinafter provided. He shall examine, mark, and file, or cause to be examined, marked, and filed, all answer papers submitted by candidates for state and county certificates, which answer papers shall be forwarded by the county superintendent immediately after the close of each examination to the state superintendent of public instruction. He may appoint a committee of three competent persons and such clerical force as he may deem necessary to assist him in all such examinations, who shall make a complete and accurate record of all such examinations to be kept on file in the office of the state superintendent. Provided, That the state superintendent may require county superintendents to assist him in the preparation of examination questions for county certificates.

Sec. 11.—**Examinations, how conducted—Certificate, how issued.**—The county superintendent shall hold a public examination of all persons offering themselves as applicants for teachers' certificates beginning on the third Friday of each month and continuing not more than two days, at which time he shall examine them by the series of written or printed questions according to the rules and regulations prescribed by the state superintendent of public instruction. The county superintendent shall forward all answer papers submitted by candidates for teachers' certificates, designating each by a number instead of a name, immediately after the close of the examination, to the state superintendent of public instruction for examination, marking, filing and recording. The state superintendent of public instruction shall transmit within thirty days from the date of said examination a record of the standings of each applicant for a county certificate to the county superintendent, who shall then grant to the applicant a certificate of qualification, if the applicant is found to possess the requisite knowledge and understanding to teach in the common schools of the state the various branches required by law, provided

the county superintendent has satisfactory evidence that the candidate is a person of good moral character, has had successful experience, if any, and possesses an aptness to teach and govern a school. Provided, That the county superintendent at his discretion in case of emergency, may grant permission to teach until the results of the next regular examination are received from the state superintendent of public instruction to any person applying at any other time than at a regular examination, who can show satisfactory reasons for failing to attend such examination and satisfactory evidence of qualifications, subject to such rules and regulations as may be prescribed by the state superintendent of public instruction; but such permit shall not be granted more than once in any county to the same person. Provided further, That the county superintendent may, at his discretion, grant a first grade county certificate, without examination, to a graduate of a college, university, or state normal school, subject to such rules and regulations as may be prescribed by the state superintendent of public instruction.

Sec. 12.—**Certificates, renewal—Where valid.**—The first grade state certificate may be renewed under such rules and regulations as the state superintendent may prescribe.

First and second grade county certificates may be renewed, without examination, at the discretion of the county superintendent, under such requirements as may be imposed by the state superintendent of public instruction for the pursuance of and completion of reading circle work, and attendance at teachers' associations and the county institute.

The certificate issued by the county superintendent shall be valid only in the county where issued.

Sec. 13.—**Revocation.**—Every certificate issued under the provisions of this act shall be revoked by the authority issuing the same for any cause which would have authorized or required such authority to refuse to grant it if known at the time it was granted, and for incompetence, immorality, intemperance, cruelty, crime against the law of the state, negligence of duty, or general negligence of the business of the school. The revocation of the certificate shall terminate the employment of such teacher in the school where he or she may at the time be employed, but such teacher must be paid up to the time of receiving notice of such revocation. The authority revoking such certificate must immediately notify the director of the school district or the secretary of the board of education where such teacher is employed. And the authority revoking such certificate shall notify the teacher of such revocation, and must enter his action in such case in the books or records of his office. Provided, however, that no certificate shall be revoked without due notice from the proper authority, and an opportunity given the teacher to explain or defend his or her conduct.

Sec. 14.—**Fees.**—Each applicant who is examined for a county certificate shall pay one dollar and fifty cents to the county superintendent, one dollar of which shall go to the teachers' institute fund to be used by him in support of teachers' institutes as provided in section 11152 of subdivision 10, chapter 51, Cobbey's Annotated Statutes of Nebraska for 1903, and fifty cents of said fee shall be used by the superintendent of public instruction as hereinafter provided. It shall be the duty of the county superintendent immediately after each examination to forward fifty cents for each applicant for a teacher's county certificate at such examination to the superintendent of public instruction, such sums to be used by him as hereinafter provided. Each applicant for a professional state certificate shall pay one dollar to the superintendent of public instruction, to be used by him as hereinafter provided.

Sec. 15.—**Registration.**—Each holder of an elementary state certificate, or a professional state certificate good for life shall, before he begins to teach, register the same in the office of the county superintendent of the county in which he shall teach, and for such registration he shall pay a fee of one dollar, which fee shall go into the institute fund of such county.

Sec. 16.—**Funds, how used.**—For the purpose of carrying out the provisions of this act, the superintendent of public instruction is hereby authorized to use all fees that may come into his hands as provided herein and also such amount from the appropriations for his office expenses as may be necessary for the payment of the state examining committee and clerical assistance as herein provided for the preparation of examination questions and for the reading of all teachers' answer papers, and work and expenses connected therewith. Provided, That if the fees received by the superintendent of public instruction shall be in excess of the amount necessary for payment of the state examining committee and clerical assistance and other expenses connected with such examinations, such excess shall be returned to the respective county superintendents pro rata according to the amount received from each county, and the amounts so returned shall go into the institute funds of such counties.

The superintendent of public instruction shall make a semi-annual statement to the governor of all moneys received by him for such fund and of all moneys disbursed by him from such fund, and also a statement showing how much money, if any, he shall have found necessary to use from the appropriations for his office expenses in carrying out the provisions of this act.

Sec. 17.—**High school teachers, qualifications.**—On and after September 1, 1907, no person shall be granted a certificate to teach in the high school department of any high school district or in the high school department of any city school district in this state who is not a graduate from a regular four-year course of a college, or university or a graduate from the advanced course of a college,

university or normal school in this state authorized by law to grant teachers' certificates, or who does not hold a professional state certificate obtained from the state superintendent on examination before him or a committee appointed by him as provided by law.

Sec. 18.—**Grade teachers, qualifications.**—On and after September 1, 1907, no person shall be eligible to teach in the grades below the high school department in any high school district or in the grades below the high school department in any city school district in this state who does not hold at least a second grade county certificate issued in Nebraska.

Sec. 19.—**Act, when in force.**—This act shall take effect and be in force from and after October 1, 1905, except as hereinbefore provided.

RULES AND REGULATIONS GOVERNING ISSUANCE OF COUNTY CERTIFICATES.

See pages 10 to 23 of Appendix A of this report for Rules and Regulations Governing the Issuance of County Certificates under the new certification law, and for outlines of all subjects required for all grades of county certificates. These were the rules in force during the first year under the new certification law. Few changes will be made in these rules for the future. The only important change will be relative to summer school credits, which will not be accepted henceforth from any state or private school in the issuance of county certificates.

CITY CERTIFICATES.

Note that section 5 of the new certification law reads :"City certificates shall continue to be granted as provided in section 19, subdivision 14, chapter 79, Compiled Statutes of Nebraska for 1903, (Wheeler), except as hereinafter provided."

The section of law quoted and the section of law cited have reference to schools in cities only. The hereinafter provisions of section 5 of the new certification law are given in sections 17 and 18 of the new certification law.

REQUIRED NORMAL TRAINING.

By a careful reading of the law you will observe that only a **third grade county certificate** may be issued to one who has had no normal training whatever. It must be remembered also that under the new law but **one** third grade county certificate may be issued to any teacher. The holder of a third grade county certificate will be placed at a great disadvantage. Any teacher who has the scholarship may obtain a second grade county certificate or a first grade county certificate as late as the regular examination in August, 1907; if the certificate received is only a second grade county certificate with

merely passing grades, it will be good until September, 1908; if a "With Honor' second grade it will be good until September, 1909; if a "With Honor" first grade, it will be good until September, 1910. It is evident that sufficient time has been given for meeting the requirements on normal training for county certificates. This law will not apply to any teacher with one or more years' experience at the time it goes into effect, September 1, 1907. All beginning teachers, however, on and after that date must possess the normal training required by the statute or begin their work upon the discredited third grade county certificate.

QUALIFICATIONS FOR HIGH SCHOOL TEACHERS.

The question has been raised as to what schools are governed by section 17, subdivision 9a. This law was carefully discussed by the Senate committee on education and the House committee on public schools. It was undoubtedly the intent of the legislature to have this law interpreted literally. It will apply only to high school districts organized under subdivision 6 with a board of six members, and to "schools in cities."

High school teachers, high school principals, and city superintendents may obtain a first grade county certificate good for three years as late as the regular examination in August, 1907, which will make them eligible to teach in any high school district or city school district in Nebraska, until September 1, 1910.

This is ample time for every teacher who is worthy a place in any Nebraska school to meet the provisions of this law.

QUALIFICATIONS FOR GRADE TEACHERS.

These qualifications set forth in section 18, subdivision 9a, also apply only to high school districts organized under subdivision 6 of the school laws with a board of six members and to "schools in cities."

It will be observed that in section 18 no persons shall be eligible to teach in the grades below the high school department in any high school district or in the grades below the high school department in any city school district who does not hold **at least a second grade county certificate** issued in Nebraska. I have conferred with the attorney general's office on this section, and am authorized to say that it is not the intent of this law to require a teacher holding a certificate superior to a second grade county certificate to literally and actually hold a second grade county certificate. For example, if a teacher holds a first grade certificate she would be eligible to teach in said grades in such school. If she holds an elementary state certificate or a life certificate she would not be required to hold a second grade county certificate. If a teacher holds a city certificate equal in subjects, scholarship and professional interest to that of the minimum standard for the second grade county certificate in the county wherein such

city school district is located, she would not be required to hold a second grade county certificate. The city superintendent and the county superintendent should confer on this matter and come to an agreement as to what city certificates shall be considered the equal of the second grade county certificate.

Some county superintendents may take issue with this interpretation, but they must dispute the state's attorney if they do. There is another provision of law relative to county superintendents that will make our interpretation of section 18 clear. Section 1, subdivision 7, school laws for 1905, contains this provision relative to the qualifications of the county superintendent: "No person shall be eligible to the office of county superintendent who does not hold at least a first grade county certificate issued in this state and in force at the time of his election." It would be absurd to say that a county superintendent who holds a certificate superior to a first grade county certificate should be forced to earn or hold a first grade county certificate. For example, a life certificate would exempt him from holding a first grade county certificate in force in order to be entitled to said office.

SUMMARY OF THE NEW CERTIFICATION LAW.

I quote the following from our Letter to All Teachers of Nebraska on Matters of Educational Interest, October 15, 1906:

We have been confronted with two extremes at every step in the inauguration and enforcement of the new certification law. One extreme has been blindly radical and rigid. The other extreme has been ludicrous in its leniency. It has been our effort to strike a golden mean between these two extremes. We have tried to mark out for ourselves a path of duty and to walk in it fearlessly. We have given no thought to what would be the best for this year's campaign, but have tried to do that which will stand the test of time and square itself before the bar of a candid, conservative, yet progressive, intelligent public opinion. While the new law provides that the state superintendent shall prescribe all rules and regulations for the conduct of all examinations, we have not made a single rule without first taking counsel with county superintendents and city superintendents before it was made our rule. In fact we have made no rule without first being appealed to by many county superintendents for such a rule. In all of these rules, made after taking counsel with our co-workers, there is but one limit placed upon the county superintendent, except as provided in the law itself, and that is the minimum grade below which he cannot go in the certification of his teachers. Under the new law the county superintendent is the supremest authority in the state. Neither the state superintendent nor His Excellency, the Governor, nor the supreme court itself can force the county superintendent to accept any grade or issue any certificate to any person his judgment would not approve.

We have been both commended and condemned for our rulings giving credit for attendance at approved summer schools. Nearly 6,000 teachers have attended approved summer schools during the past summer, who will return to their schools inspired with higher ideals. We believe this is sufficient vindication for our ruling on summer school attendance. We believe it has been a square deal policy for the experienced teacher holding a good county certificate when we recall the courtesies given amateur teachers on elementary state certificates. However, on and after October 1, 1906, no credits whatever from any high school, or any public or private institution, will be accepted or approved by this department in the certification of teachers under the new law. We are convinced that the new certification law, when carried out in letter and in spirit, will do more for the advancement of the public schools of Nebraska than any other law upon the statute books.

We have had two specialists for the examination of the answer papers in each of the five essentials. For example, two different examiners have graded the reading papers of all teachers, two different examiners have graded the arithmetic papers, two different ones the grammar papers, and so on. In addition thereto, the president of the examining board has reviewed every paper of every teacher. This means that those who have taken the examination in nothing more than the five essentials have had their papers carefully examined by ten different persons and carefully reviewed by the president of the committee. The consensus of opinion of these eleven examiners is safer for the teacher and the public than the opinion of any one person. Our examining committee is absolutely non-partisan and non-sectarian —Republicans, Democrats, Populists, Prohibitionists, Catholics, and Protestants have been represented thereon.

Nearly 12,000 teachers have taken the examination for county certificates under the new law since October 1, 1905. This means an average of at least five subjects for each teacher, a total of 60,000 answer papers, with over 300,000 pages of manuscript to be read. Each paper will average nine questions which means a total of 540,000 answers, which have been read and graded, the markings recorded, and the results of the examination reported to the county superintendents. But this is only one-half the amount of work, because each paper was read by two different examiners. For one examiner it would mean a total of 120,000 answer papers, over 600,000 pages of manuscript, with a total of 1,080,000 answers, which have been read and graded. This is some evidence of the herculean task which has confronted our examining committee. We do not hesitate to say that the efficiency of this committee will equal that of the United States Civil Service Commission.

The work of this office is an open book. We invite, we urge county superintendents, teachers, school officers, and the general public to visit our office and see for themselves that the examination of the

papers of applicants for teachers' certificates is done right, and that both teachers and the public are given absolutely a square deal in this matter.

We appeal to every county superintendent in the state to assist us in carrying out the provisions of this law to the best of our united efforts. "It is sometimes hard to determine what is best to do and the best thing to do is oftentimes the hardest. The prophet of evil would do nothing because he flinches at sacrifice and effort and to do nothing is easiest and involves the least cost. On those who have things to do there rests a responsibility which is not on those who have no obligations as doers. If the doubters were in the majority, there would, it is true, be no labor, no sacrifices, no anxiety and no burden raised or carried, no contribution from our ease and comfort to the welfare of others or even to the extension of our resources to the welfare of ourselves. There would be ease; but alas, there would be nothing done."

WHAT EDUCATORS SAY OF THE NEW LAW.

Supt. Edwin Curtis, of Kearney county:

I believe the new certification law to be one of the best laws ever passed for the educational interests of the state. Its operation has already shown its good effect upon the teaching profession. In this county not a single teacher has been forced out of the profession because of the new law. Of course, a number have had to do something in order to stay in, but this is just what the law and every true teacher wants. As to its effects upon salaries: Last year one district in the county paid $50 per month; this year nine are paying $50 per month. In seven districts there has been a raise of $10 per month, in one $8; and in a large number $5 per month. So far as I know there are only four districts in the county paying $35 per month.

Supt. Margaret E. Brown, Hall county:

The new certification law is favorably received in Hall county, so far as I am able to judge, and the teachers are meeting the requirements in a very creditable manner. I have heard only one complaining teacher. Our beginning teachers were the first to secure their certificates and are enthusiastic in their work.

Supt. I. A. Downey, Adams county:

I have every reason to believe that the new certification law has made our teachers better qualified for their work than were those who held the same positions a year ago. We certainly have more teachers who have had special training and this, of course, means improvement. The records of the office show that the teachers are drawing an average of about $3 per month more than they did in 1905.

Supt. Sadie Bakewell, Logan county:

I wish to express my pleasure at the success of the new law on the certification of teachers. We have better teachers, and salaries in nearly every district have been raised $10.

Supt. Nellie Z. Vandling, Thomas county:

The new law has cut out teachers who lack professional spirit, for which the little western counties should be very thankful. Previous to the new certification law too many persons were in the schoolroom merely for a livelihood. Married women, who really had schools at home, were seeking employment in the schoolroom, and boards of education hired them because they pitied them or because they would teach for less pay than those who were prepared for the work. To some extent the new law debars them—those who have been out of the work for fifteen or twenty years. Salaries are much better, yet they do not come up to those of many of the western counties. The rural districts are all paying $40. Salaries in the rural schools are really better than those of the village schools.

Supt. Eda C. Nelson, Burt county:

I know the new certification law has raised the qualifications of teachers and will continue to do so. Salaries haven't improved very much yet, but the public is beginning to see that salaries must be higher in another year if they wish to retain their good teachers.

Supt. Geo. J. Boucher, Dakota county:

Of the teachers who held certificates under the old law in this county, one is unable to get a certificate under the new law. Some have had grades lowered, some raised. Salaries have raised an average of just $5 per month. This raise was procured chiefly by publishing early that we expected the supply of teachers to be short, and helping the young teachers hold out for decent salaries.

Supt. D. G. Hopkins, Saline county:

I am satisfied that the new certification law has very materially aided in bettering the qualifications of the teachers, and has advanced the wages of the teachers of Saline county about $10 per month. When we become adjusted to its workings, as we evidently will be next year, it will be more satisfactory still in my judgment. It caused some worriment to superintendents for awhile, but I see nothing in it now but benefit to superintendents, teachers and schools. Hold on to the law as it is.

Supt. Wilhelmina Rydberg, Polk county:

The new certification law has proved satisfactory in our county. Our teachers all qualified and all our schools are filled. Of two beginners who failed, the one has secured a permanent position where educational qualifications were not a requisite, the other one is working and hopes to get a certificate this fall. Inasmuch as teachers have been materially strengthened, and no school board has been discommoded by the change, we have every reason to believe that the present law fulfills our needs in every particular. Our boards have met the demands for higher wages cheerfully. We have but few teachers who are working for less than $40 per month. The highest salary

paid in any country school is $60. Those beginners who took normal training and came back with state elementary certificates held out for $40, and most of them received what they asked. The teachers have been fired with an ambition to advance. Many who have only "satisfactory" grades are determined to receive "With Credit" or "With Honor" before the close of the year, while a number are planning to spend next year at some normal school.

Supt. Agnes Lackey, Scottsbluff county:

Perhaps the new certification law has had less effect upon the salaries and qualifications of teachers here than in any other county. At least, for this year it is less apparent. There are a number of reasons why we have a very much better class of teachers than ever before. We have five very excellent teachers here this year who are here to live upon their homesteads. There are a number of schools where the salaries have been increased. Five school boards have raised the salary $5 per month, and three have raised the salary $10 per month. Four increases have been on account of the new law. Whether the raise will be permanent will depend upon the success of the teachers in those positions this year. Twenty-three teachers of this county have attended summer school.

Supt. E. M. Avery, Pawnee county:

The new law has been the means of making many of our teachers more professional. About fifty of our teachers spent six or eight weeks at the summer schools. Probably not more than fifteen or twenty would have gone to school had it not been that they must make grades in the 'five essentials." They not only made the necessary grades, but received inspiration and determination to be teachers in the best sense of the term. Every one (about thirty) whom we have visited so far this fall we find doing splendid work. I have not found or heard of one of them doing unsatisfactory work. A number of teachers who did not go to summer school did "Home study" work. This has been helpful.

The wages in this county have advanced between $7 and $8 per month. I know of but one teacher in this county who is teaching for the same wages she received last year. She is one who neither went to summer school nor did home study, or anything else of a professional character. The school boards, as a rule, have offered no objections to paying the advanced wage. They are becoming more and more concerned about getting a "good teacher" and less about wages. One board paid $30 and $35 last year and are paying $50 now. The director said to me a few days ago: "We are having the best and cheapest school right now we ever had." Last year they had three inexperienced teachers (so-called.) This year they have a lady with several years' experience and one and one-half years' Peru normal training.

Supt. John Borky, Sioux county:

The new certification law has placed well qualified teachers in every district maintaining a school. The law seems to work a hardship

upon this county with regard to salaries. The teachers are demanding higher salaries than ever before, and the eastern teachers will not come west for the salaries which the districts are forced to offer. Almost all of the districts are voting the limit, twenty-five mills, and even now some of them cannot hold school the length of time required by law. The fact is that the districts are paying all they can afford, and as it is they are now gradually falling behind. This makes it hard to supply the districts with teachers, for the teachers from further east will not come west for the short terms and low salaries. Yet the terms of six and seven months are too long for one teacher to teach two terms in one year.

Prin. B. S. Hayden, of Palmyra, Otoe county:

The new certification law is going to do more for the schools of Nebraska than any other law that has ever been passed. I have talked with men who are on school boards of the country districts and they are willing to pay more if they get better teachers. They have been paying all the teachers were worth. A man told me yesterday that he was willing to pay the teacher that they have now $50 per month for next year. He said that they had had all the teachers at $35 they wanted.

Supt. Frank Pilger in a letter to the school officers of Pierce county, dated August 6, 1906:

Some of the teachers have failed to have their certificates renewed. I expect a shortage of teachers September 1, but by November 1 there will be plenty. This year the passing grade is over 10 per cent. lower than ever before in this county, and I see no reason why our teachers cannot obtain good certificates. The papers are now graded by the state examiners, and I note that our teachers are getting better grades from them than they did from me. I am well pleased with the results. I believe that the teachers have done better in the summer schools this summer than ever before. All who are competent will receive certificates if they will try. As in former years, many who taught last year do not desire to teach this year.

Supt. J. W. Gamble of Cass county:

In Cass before the law was understood there was a little tendency to criticise. But at this time we are past the experimental stage. We have had an educational revival, the influence of which will be felt for some time. Our progressive teachers have met the requirements, secured certificates, and contracted for schools at from five to ten dollars' increase in salary, not because they could demand it on account of the scarcity of teachers, but because they are worth more. Our boards of education say, "We want a good teacher,—we are not caring about the price." Of course, there are exceptions,—we always find knockers—but for the most part our people are more than satisfied. We realize that the new law may be weak in some respects, but as time goes on it will become better. As a school man of ten years'

experience, I can unhesitatingly say that I think it the best thing for the schools that we could have in the way of a good law. I note that other states are imitating us in this matter. We have experienced no scarcity of teachers, and will be able to open our schools with a fine set of teachers, teachers in every sense of the word. I hope to see every county superintendent help to get this measure in good working order.

Supt. B. E. Dill of Johnson county:

At first I thought this law was working a sort of hardship on the teachers, but now my judgment, based on the following facts, is that the law will do more to raise the standard of teaching and to promote the efficiency of the public schools than any other law upon the statutes. The teachers of Johnson county have qualified themselves under the new law, many of them making better grades than they had before. There have been no more failures than under the old law. Our schools, with but three or four exceptions, are filled with legally certificated teachers. I have enough applications on file to fill these vacancies. The salaries for **good**, experienced teachers are from $5.00 to $10.00 a month higher. Johnson county employs 101 teachers. Out of the ninety-three certificates so far earned, ten are third grade; fifty-two are passing second grade; twenty-five are "Credit" second grade; three are "Honor" second grade; three are first grade; and three are "Honor" first grade. There have been but eight failures so far, only two of these had ever taught.

Now, in view of these facts, I cannot see how this new law is any hardship to teachers who are prepared. In Johnson county, this law has had very little, if anything, to do with the scarcity of teachers. There was a shortage before this law had anything to do with the certification of teachers. This new law has caused an educational awakening all over Nebraska. Hundreds of teachers have gone to summer schools to qualify themselves. As a result, teachers are better prepared, more enthusiastic, and have more confidence in their own powers. The boys and girls of Nebraska will reap the benefit of this forward educational movement. The results here in Johnson county convince me beyond the shadow of doubt that this is an excellent law and that the efficient teachers have nothing to lose but much to gain by it. It is equally true that the inefficient and unqualified have been kept out of the profession.

Supt. Geo. D. Carrington, Jr., of Nemaha county:

House Roll No. 48, the new law providing for the certificating of teachers, in my humble opinion, is one of the greatest measures a Nebraska legislature has ever enacted. I can hardly understand the situation in Richardson county, for I cannot believe it is the new law that is causing the shortage of teachers there. We have a greater supply of teachers in this county than we had last year, notwithstanding the fact that the training class of the state normal school has

provided as many and more applicants in preceding years. A greater number of teachers failed last year in the examination conducted in this county under the old law than have failed this year under the new. I have watched carefully the questions sent out by the state board. While in a few instances I could not approve certain questions, yet taken as a whole I am sure no like board could be fairer. I have examined the answer papers of the teachers of this county after they had been graded. I could not have graded them differently. With one or two exceptions, where I knew the teacher's worth, I should have given from two to five points more, and this very thing the state superintendent authorizes the county superintendents to do with the grades of teachers who have done creditable Reading Circle work, —he has made a ruling in regard to this.

It goes without saying that teaching school is a serious business, and to give one man, a county superintendent, who might be unscrupulous, the power to grant certificates, as provided under the old law, is granting that person an opportunity to indulge in favoritism and in practices which in no way would raise the standard of the schools. (It was the state superintendent's ruling under the old law that merely the county superintendent's name on a certificate without a single grade legally certificated that person.) This feature of the law is certainly a protection to the worthy teacher. The point is often raised that the grades made in an examination do not determine the person's fitness to teach. This is only in part true. There are teachers with high grade certificates who cannot and never will be able to teach successfully. There are others with attractive personality, winning ways and manners, and in fact having every qualification for a teacher except a knowledge of subject matter, for which reason they actually do the children they teach an injury by inaccurate teaching, and at the same time are considered good teachers. A law which forces this kind of material to prepare for teaching is a good law. The intent of the law, as I understand it, is to furnish the state with better qualified teachers, and that it will surely do if given a chance. I have every reason to believe that Nemaha county has a stronger corps of teachers for this coming year than at any other time since I have been acquainted with the teaching force. All our schools are supplied except a very few, which have not definitely contracted, yet each having applicants for the position. Just as I write I received a 'phone message from a lady at Nemaha, complaining for fear she would not be able to get a school, all being taken in this county. She has a certificate from the state normal. I told her to go across the line into Richardson county, where there were "fifty vacancies."

I am among those county superintendents of the state who think that the state superintendent has been even too lenient in his late rulings; but viewed in the light of the varied sections of this vast state, rather than from a Nemaha county view, I can readily appreciate his position. I am sure the new law will accomplish great good

for the schools, and the teachers will find it to their advantage if we can but hold up under it this year. The State Department stands ready and willing to act on the advice of the county superintendents in any reasonable, legitimate requests regarding the certification of their teachers.

A teacher certificated now does not have to worry about examinations in the succeeding years, for the certificate is good anywhere in the state and is good as long as she is a successful teacher, thus placing teaching on the same plane with other professions.

EFFECT ON TEACHERS' SALARIES.

The aggregate increase in teachers' salaries in Nebraska for the school year 1906-7 over the school year 1905-06 will be at least $350,000; and for the year 1907-8 over the year 1906-7 at least $200,000, making an aggregate increase in teachers' salaries in two years of over half a million dollars. It is evident, therefore, that the new certification law is in behalf of the true teacher as well as the child to be taught and the public to be served.

QUALIFICATIONS FOR THE COUNTY SUPERINTENDENCY.

The legislature of 1905 passed the following statute relative to the educational qualifications of the county superintendent: "No person shall be eligible to the office of county superintendent who does not hold at least a first grade county certificate issued in this state and in force at the time of his election. It shall be the duty of the county clerk to notify the state superintendent of the election of the county superintendent at the time said election is ascertained. The provisions of this act so far as the same relate to the certificates of county superintendents shall not apply to counties having less than 1,000 inhabitants."

Since the county superintendent must hold a certificate in force, he is subject to the same moral and educational qualifications as the teacher. A county superintendent's certificate may be revoked in accordance with section 13 of the new certification law (subdivision 9a) the same as any teacher's certificate. We in Nebraska are to be congratulated on such a high class of county superintendents, both educationally and morally. It is to be regretted that one or two superintendents during this biennium have not conducted themselves in a manner becoming their high office. It became our unpleasant duty to notify one county superintendent that unless he quit frequenting the saloon and the pool hall his certificate would be revoked. On his solemn promise to refrain from such unbecoming conduct he was permitted to continue his office work. At the present writing we are informed that he has signed a petition for a saloon in his home town. If this charge be found true we shall require him to take his name from said petition or revoke his certificate.

Another county superintendent was faced with such charges on immoral and criminal conduct that he was forced to resign. This superintendent was the holder of a life certificate. He had even filled the pulpit and administered the sacrament of the Lord's Supper.

Nowhere in the whole field of education is strong scholarship, high moral character, and efficient executive ability more important than in the office of the county superintendent.

SCHOOL LEGISLATION FOR 1907-8, WITH EXPOSITIONS THEREOF.

The school legislation enacted by the thirtieth session of the Legislature of Nebraska is of far-reaching importance. Never before have the common schools had so fair a hearing. Special commendation is due the Senate Committee on Education, composed of Hon. L. Goodrich of Fillmore, Hon. R. M. Thomson of Buffalo, Hon. C. L. Saunders of Douglas, Hon. A. Wilsey of Frontier, Hon. S. H. Buck, of Otoe; and the House Committee on Public Schools composed of Hon. J. F. Shubert of Richardson, Hon. J. W. Whitham of Johnson, Hon. F. C. Wilson of Custer, Hon. T. H. Doran of Garfield, Hon. C. H. Culdice of Saline, Hon. C. L. France of Otoe, and Hon. A. H. Metzger of Cherry. These committees gave intelligent and careful consideration to every proposed measure affecting the common schools. The school people of the state are grateful to the members of the legislature, individually and collectively, for their deep personal interest in educational affairs, and for their recognition of the needs of the common schools. The extraordinary success in wholesome school legislation is largely due to the united efforts of the school men and school women of the state. The State Teachers' Association in December, 1906, appointed a committee to formulate plans and draft bills for introduction into the legislature. This committee, consisting of one member from each congressional district and three at large, was as follows:

Members at large:

Luther P. Ludden, D.D., Secretary Board of Education of the State Normal Schools, Lincoln; W. L. Stephens, superintendent Lincoln city schools and president State Teachers' Association; Florence Zink, superintendent Holt county;

First congressional district—

J. W. Gamble, superintendent Cass county;

Second district—

W. A. Yoder, superintendent Douglas county;

Third district—

E. B. Sherman, superintendent Columbus city schools;

Fourth district—

C. W. Taylor, superintendent Geneva city schools;

Fifth district—

Isaac Downey, superintendent Adams county;

Sixth district—

H. M. Pinckney, superintendent Custer county.

The people of the state are to be congratulated upon the efficient and effective work of this committee.

Much credit is due Inspector A. A. Reed of the University of Nebraska for his efforts in behalf of school legislation.

Special attention is called to the seven great acts of the last legislature, which will do more for the public schools—the people's schools —than all school legislation combined since the act establishing public schools in Nebraska. Ten other school bills of considerable importance were enacted into law.

The seven great acts already referred to are: (1) A free high school law; (2) A law providing for normal training in high schools; (3) A law providing for state aid for seven months of school; (4) A law enlarging the scope and increasing the number of junior normal schools; (5) A law making the minimum entrance requirements to state normal schools a two year high school education or its equivalent; (6) A law raising the standard of certification of teachers by private and denominational schools by providing for a more rigid inspection each year by the state superintendent or by the state board of examiners for life certificates; (7) A law providing for a library in every public school district.

FREE HIGH SCHOOL LAW.

S. F. 217, by King of Polk (Duplicate of H. R. 194, by Killen of Gage).

The people have been fighting for a long time for free school privileges above the eighth grade in our common schools for the boys and girls who come from the rural districts where the course of study does not extend beyond the eighth grade. Three laws have been passed by the legislature,—the first in 1895, the second in 1899, the third in 1901,—all of which have been declared unconstitutional by the supreme court. We believe that in the King-Killen free high school law we have one that will stand the test of the courts.

The purpose of this law is to provide four years of free public high school education for all the youth of this state whose parents or guardians live in public school districts which maintain less than a four-year high school course of study. Every pupil to be entitled to free high school education under the provisions of this law must present a certificate from the county superintendent showing that he has completed the course of study for the grade below that to which he seeks admission and that he is unable to secure the desired grade of work in the public school district of his residence. The parent or guardian of each non-resident pupil desiring free high school privileges in any grade of the high school must, on or before the second Monday in June preceding the school year in which free high school

attendance is desired, make written application to the county superintendent. Such application must show the number of the school district in which the parent or guardian maintains his legal residence, the number of pupils for whom free high school privileges are desired, and the high school grade which each pupil is to enter. The county superintendent reports all applications to the director of the school district in which applicants reside.

The legal voters at the annual school district meeting each year shall determine the amount of money required for free high school education during the coming school year, which shall be an amount sufficient to provide free high school education in accordance with the estimate furnished by the county superintendent for all pupils in that district entitled to and for whom proper application has been made, which amount shall be levied as a tax upon all the taxable property of the district. This places the burden of free high school privileges for non-resident pupils where it belongs. The average school tax levy for the rural districts of the state is 14 mills, and for high school and city districts 19 mills. This shows that school districts which enjoy free high school privileges are the ones that should pay for it. Non-resident pupils will not be entitled to free high school privileges until all of the requirements have been met by pupils, patrons and school district before, at and after the annual school district meeting. For a complete explanation of this law see the Nebraska Teacher for April and May, 1907. The bill was passed with the emergency clause, in order that all preliminary arrangements may be completed for next year.

This is a reciprocal proposition which will bring great benefit to both town and country. It will place free high school privileges within the reach of every farmer boy and every farmer girl in the state. Every city, town, village, and hamlet in the state will have opportunity to share in the benefits of such a measure. It will bridge the gulf heretofore existing between the rural school and the university. Such a law will be a great inspiration for thousands of pupils to complete the rural school course of study. A pupil completing the course of study in a district maintaining only nine or ten grades may continue his higher education, without charge for tuition, in a high school maintaining eleven or twelve grades. This will make it possible for any boy or girl starting in the first grade of the rural school to have free school privileges until the senior year in the University of Nebraska is completed.

On a conservative estimate there will be at least 3,000 country boys and girls taking advantage of the free high school privileges offered under this measure. These boys and girls will be under the instruction of over 1,000 trained teachers. It will place at the disposal of the state over $2,000,000 in school buildings, grounds, apparatus, books and libraries for the education of this great army of young people in the higher duties of American citizenship.

TEXT OF LAW.

(Subdivision VI School Laws.)

Sec. 5.—**High school grade defined—Course of study—Rules of admission.**—Provision is hereby made for four years of free public high school education for all the youth of this state whose parents or guardians live in public school districts which maintain less than a four-year high school course of study, on the following conditions, to wit:

First—For the purposes of this act all grades above the eighth grade in any public school district of this state shall be deemed high school grades. The course of study for the first eight grades shall be the course of study prescribed by the state superintendent of public instruction or a course of study approved by him, and the course of study for the high school grades shall be the Nebraska High School Manual issued jointly by the University of Nebraska and the state superintendent of public instruction or a course of study approved by the state superintendent of public instruction.

Second—Every pupil to be entitled under the provisions of this act to free public high school education in the ninth grade of any public school district maintaining such grade must have a certificate signed by the county superintendent of the proper county that he has completed the course of study prescribed by the state superintendent for work below the ninth grade as set forth in the first condition of this section and that he is unable to secure ninth grade work in the public school district of his residence.

Third—Every pupil to be entitled under the provisions of this act to free public high school education in the tenth grade of any public school district maintaining such grade must have a certificate signed by the county superintendent of the proper county that he has completed the course of study for the ninth grade as set forth in the first condition of this section and that he is unable to secure tenth grade work in the public school district of his residence.

Fourth—Every pupil to be entitled under the provisions of this act to free public high school education in the eleventh grade of any public school district maintaining such grade must have a certificate signed by the county superintendent of the proper county that he has completed the course of study for the tenth grade as set forth in the first condition of this section and that he is unable to secure eleventh grade work in the public school district of his residence.

Fifth—Every pupil to be entitled under the provisions of this act to free public high school education in the twelfth grade of any public school district maintaining such grade must have a certificate signed by the county superintendent of the proper county that he has completed the course of study for the eleventh grade as set forth in the first condition of this section and that he is unable to secure twelfth grade work in the public school district of his residence.

Sixth—Every non-resident pupil attending any public school under the provisions of this act shall have the same rights and shall be subject to the same rules and restrictions which govern resident pupils attending such public school. Any public school district unable to furnish accommodations to non-resident pupils without constructing or renting additional buildings, hiring extra teachers, or for other reasonable cause, may refuse admission to any or all such non-resident pupils.

Sec. 6.—**Rate of tuition.**—Every public school district granting free public high school education to non-resident pupils under the provisions of this act shall receive the sum of seventy-five cents for each week's attendance by each non-resident pupil from the public school district in which the parent or guardian of such non-resident pupil maintains his legal residence. Such public school district is hereby made liable for the payment of such tuition.

Sec. 7.—**Application of parent or guardian—Estimate of county superintendent—Levy.**—The parent or guardian of any pupil desiring to take advantage of the provisions of this act for free high school education shall make application, in writing, to the county superintendent of the proper county on or before the second Monday in June of each year. Such application must show the number of the public school district in which such parent or guardian maintains his legal residence, the number of pupils for whom free high school education is desired, and the high school grade which each pupil is to enter. It shall be the duty of the county superintendent to make and deliver to the director or the secretary of the board of education of such public school district on or before the annual meeting of each year an itemized estimate of the amount necessary to pay the tuition of all pupils in that district entitled to and for whom proper application has been made for free high school education as in this act provided. Said estimate shall show definitely the number of pupils for whom proper application has been made for free high school education and the grade each pupil is to enter. The director or secretary of the board of education of such public school district shall include said estimate for free high school education in his itemized estimate which he is required to present at each annual school district meeting as provided in section 11 of subdivision 2 and section 14 of subdivision 4 of chapter 79, Compiled Statutes of Nebraska for 1905 (Wheeler.) The legal voters at the annual school district meeting each year shall determine the amount of money required for free high school education during the coming school year as in this act provided, which shall be an amount sufficient to provide free high school education in accordance with the estimate furnished the annual school district meeting by the director or secretary of the board of education as herein required, and the amount of money so required shall be levied as a tax upon all the taxable property of the school district. Immediately after the annual school district meeting and not later than the first

Monday in July the district board or the board of education of such public school district shall make and deliver to the county superintendent and to the county clerk of each county in which any part of such public school district is situated reports in writing, of all the taxes, including the tax necessary for free high school education as in this act provided, voted by the public school district for the coming school year, to be levied on all the taxable property of the district and to be collected by the county treasurer as provided in section 21 of subdivision 5 of chapter 79, Compiled Statutes of Nebraska for 1905 (Wheeler.) Said tax for free high school education, when collected, shall constitute a fund to be known as the "Free High School Fund" and shall be placed to the credit of each public school district in which such tax is levied. Money belonging to the Free High School Fund of any public school district shall be paid out by the county treasurer to the treasurer of the public school district earning such tuition at the end of each school term upon an order signed by the director and countersigned by the moderator of the public school district liable for such tuition, drawn against said fund. Money remaining in said Free High School Fund of any district at the end of each school year after the purpose for which it was raised has been accomplished and after all debts for which said fund is liable have been discharged shall be transferred by the county treasurer to the general fund of such district.

Sec. 8.—**District board deliver estimate of levy to county clerk.** —If the annual school meeting in any public school district wherein there are pupils entitled to and desiring free high school education as in this act provided neglect or refuse to vote the necessary tax therefor, the school district board or the board of education of such public school district shall make and deliver to the county superintendent and to the county clerk of each county in which any part of the school district is situated, not later than the first Monday in July, an itemized estimate of the amount necessary to be expended during the ensuing school year for free high school education by such public school district. It shall be the duty of the county clerk to levy such tax on all the taxable property of such public school district the same as though said tax had been voted by the annual school district meeting, to be collected and disbursed by the county treasurer as provided in section 3 (Section 7 of this subdivision) of this act.

Sec. 8b.—**Same, county superintendent.**—If the district board or board of education of any public school district wherein there are pupils entitled to and desiring free high school education as in this act provided neglect or refuse to make and deliver the required estimate as set forth in section 4 of this act, the county superintendent of the proper county shall make and deliver to the county clerk of each county in which any part of such public school district is situated, not later than the first Monday in August following the annual school district meeting, an itemized estimate of the amount necessary to be

expended by such public school district during the ensuing year for free high school education. It shall be the duty of the county clerk to levy such tax on all the taxable property of such school district the same as though such tax had been voted by the annual school district meeting, to be collected by the county treasurer at the same time and in the same manner as the state and county taxes are collected, and when collected to be paid out as provided in section 3 (section 7 of this subdivision) of this act.

Sec. 8c.—**No levy.**—In a public school district in which in any year there are no pupils entitled to and desiring free high school education as in this act provided no tax shall be levied for such purpose in that year.

RULINGS OF THE STATE SUPERINTENDENT.

County superintendent. —The county superintendent, who becomes the local inspector of high schools for this purpose, is the person in authority whose influence will be strongest in assisting the high school districts of the county to a proper understanding of the benefits and regulations of the law and to the means for meeting its requirements. A number of county superintendents have already visited the high schools of the county, explained the law and have induced the school boards to make provision for meeting the requirements. We quote here one example as taken from a clipping of a state paper of May 26. The clipping in part reads as follows: "No high school can receive non-resident pupils under the new law unless its course of study conforms to the work as outlined in the High School Manual. A school carrying nine grades must have at least three teachers, one of ten grades at least four teachers, and one of eleven grades at least two teachers in the high school. Greenwood, Eagle, Alvo, Avoca, Nehawka and Union are affected. Superintendent Gamble has conferred with the boards at all these places with the exception of Nehawka and all of these have arranged to meet the requirements, some by employing another teacher and others by cutting down one grade from the course of study." The school boards of some high school districts are waiting until the annual school district meeting when the matter will be presented to the voters of the district. Every county superintendent should see that the matter is properly understood by such school boards so that it may be properly presented at the school district meeting.

The county superintendent's duties include the following:

1. To receive from parents or guardians written applications for free high school attendance.

2. To make and deliver to the director or the secretary of the board of education of each district affected, an itemized estimate of the

amount necessary to pay the tuition of all pupils in that district entitled to and for whom proper application has been made for free high school education, and the grade each pupil is to enter.

3. To receive reports from school districts of amounts voted for free high school attendance.

4. If a school district fails to vote the necessary high school tax, or the district board fails to make the necessary report to the county superintendent, it becomes the duty of the county superintendent to make and deliver such report to the county clerk whose duty it is to make the required levy the same as though the tax had been voted at the annual school district meeting.

5. To see that an approved course of study is in use in the county. The Illinois Course of Study, published by Hammond & Stephens Co., Fremont, Nebraska, is approved for the entire state for all grades below the ninth grade.

6. To make necessary regulations for county examinations, so that all pupils desiring may be properly tested as to their fitness to receive certificates admitting them to free high school attendance.

7. To grant certificates to pupils entitled thereto for 9th, 10th, 11th and 12th grade work as each case merits.

8. The graduate of a 9th, 10th or 11th grade high school who wishes to attend another high school which maintains one or more grades higher than the high school in the district of his residence, in order to take advantage of the free high school attendance law, must have a certificate signed by the county superintendent. This certificate must state that the pupil has completed the course of study for a specified high school grade. This "course of study for high school grades shall be the Nebraska High School Manual issued jointly by the University of Nebraska and the State Superintendent of Public Instruction or a course of study approved by the State Superintendent of Public Instruction."

9. It becomes the duty of the county superintendent to give such notice of the requirements of the law that teachers, school officers and patrons may acquaint themselves with the provisions of the law and be prepared to perform their respective parts in meeting its requirements.

10. The making and announcing of regulations for the county examinations are in the hands of the county superintendent. With the privileges of free high school attendance before him, the county eighth grade examination now means more to the eighth grade pupil than ever before. In making regulations for the county eighth grade examination the following named conditions should be kept in mind.

(a) All eighth grade pupils in the county should be given a fair chance to take the examination.

(b) The integrity of the examination should be carefully guarded, otherwise inefficient pupils may receive passing grades and be permitted to enter the high school to the detriment of both themselves and the high school entered.

(c) In many rural schools some members of the eighth grade class must leave school about April 1st. An examination in March or early April will accommodate these pupils and at the same time allow other pupils to take a part of the examination, thus avoiding a part of the rush of a single final examination at the close of the school year.

(d) In regular nine months rural schools and in town schools, many of the pupils will not be fully prepared for examination in all the subjects until the close of the school year. A second examination held as late in May as consistent with the grading of the papers and getting reports to pupils as early as necessary to meet requirements of closing exercises and filing of applications by parents for free high school attendance for the ensuing year, will accommodate those who need the full time for completing their work, or such part of it as may not be completed at the time of the first examination.

Thus, the county superintendent, in this capacity, becomes the county inspector of high schools for all high schools of the county which maintain less than the full four year high school course. Before signing a certificate for any such high school pupil, he will need to satisfy himself by inspection and such other means as he may desire on the following points:

(a) That the high school course of study includes the proper amount and kind of work for the grade completed.

(b) That efficient teachers, proper apparatus and other necessary equipment have been provided.

(c) That the work outlined in the course of study has been carried out, that the pupil has done efficient work, and that he has completed all the work in a manner which entitles him to receive the county certificate.

This means that some one, two and three year high school courses of study will have to be revised before their graduates may receive recognition for free high school attendance at another high school of more grades.

Each county establishes its own percentage for passing grades in the county eighth grade examination. A number of counties require a general average of seventy-five per cent., with nothing below sixty-five per cent. The required per cent. depends a great deal upon the marking of the papers. If the papers are marked closely the required average grade should be lower than where liberality in grading is practiced. So far as possible a uniform and impartial system of ex-

amination and of grading a pupil's examination papers should be adopted and followed in every county. A more uniform system for county eighth grade examinations for use throughout the state will be published in 1908.

The county superintendent who issues a certificate declaring that the pupil has completed the course of study in the eighth, ninth, tenth or eleventh grade is the sole judge as to the fitness of the pupil for the high school grade of work he desires to enter. If the county superintendent has reason to believe that the pupil has not properly completed the grade of work preceding the grade which he makes application to enter and for that reason is not prepared to do the work of the high school grade he desires to enter, then the county superintendent may at his discretion require the pupil to take such examination as will satisfy him as to the pupil's qualifications for the grade of high school work he desires to enter. Eighth grade graduates of a previous year, who have not continued their high school education, but who wish to do so, will not be required to take the eighth grade examination, provided they have certificates from the county superintendent showing that they have completed the work of the eighth grade. A system of credits will be arranged and approved by Inspector A. A. Reed of the University of Nebraska and this department for all high schools intending to maintain a one year high school course of study or a two year high school course of study on such a plan as to harmonize with the course of study in high schools maintaining three or four year courses. The county superintendent may at his discretion issue a certificate on these credits or reject them and require the pupil to take such examination as his judgment deems proper.

Parents.—The neglect of the parent to discharge his duty means the loss of free high school privileges for his children for the ensuing year. Section 7 reads: "The parent or guardian of any pupil desiring to take advantage of the provisions of this act for free high school education shall make application, in writing, to the county superintendent of the proper county on or before the second Monday in June of each year. Such application must show the number of the public school district in which such parent or guardian maintains his legal residence, the number of pupils for whom free high school education is desired, and the high school grade which each pupil is to enter."

All the parent needs to decide is that free high school privileges are desired for the ensuing year. If proper application is made, the parent or guardian may later make choice of place of attendance.

Pupil.—The purpose of this law is to provide for four years of free public high school education for all of the youth of this state whose parents or guardians live in public school districts which maintain less than a four year high school course of study.

The required conditions on the part of the non-resident pupil are:

(1) For entrance to the ninth grade, that the pupil must have completed the course of study for the first eight grades. For entrance to the tenth, the eleventh, or the twelfth grades, that the pupil must have completed the work of the preceding grade.

(2) That the pupil is unable to secure in the district of his residence the high school work for which he is prepared and desires.

(3) The pupil must have a certificate signed by the county superintendent that he has completed the work of the required grade and is unable to secure the work of the desired grade in the district of his residence.

He should have it in time to allow the parent to make application to the county superintendent for free high school attendance.

A pupil is entitled to free high school attendance only so long as the legal residence of his parents or guardian is maintained in the district of his residence at the time an application for free high school attendance was made, and in the district in which the tax was levied to pay for such free high school tuition. Should the parent or guardian remove to another district before the expiration of the time for which free high school attendance was applied for, the district in which a tax was levied should then cease to pay for such pupil. The district is authorized to pay free high school tuition only for the resident pupils of the district who are entitled to such free high school privileges. The pupil becomes a non-resident of the district which levied the tax for his tuition when his parent or guardian removes to another district. Such pupils will then have no claim on the district which levied the tax for free high school tuition.

The county superintendent is the sole authority for granting certificates admitting a non-resident pupil to the high school under the free high school law. The county superintendent will employ such means as he deems expedient and necessary for deciding upon the qualifications of pupils who graduate from ninth, tenth and eleventh grade schools and desire to continue high school work in other districts. He may accept the diploma of graduation from the home high school as evidence of qualification or he may require pupils to pass examination before receiving the desired county certificate for free high school attendance. Every reasonable opportunity should be given the pupil to exhibit his qualifications for receiving the county certificate for free high school attendance before the final date of making application by the parent or guardian for free high school privileges. In our examination for teachers we allow teachers retrials in subjects in which they have failed and we appoint special examination dates and places for their convenience. We should extend the same privileges to pupils. While exercising due care that no pupil unprepared to do high school work shall receive a certificate for that purpose, we should exercise equal care that no worthy pupil be deprived of the privileges of the free high school attendance law. A

failure to receive his certificate in time for his parent to make application to the county superintendent for free high school privileges debars the pupil from free high school attendance next year. This makes the matter of opportunity to show his qualifications until the last possible date of much more importance to the pupil than it has been heretofore. The county superintendent who feels the responsibility of holding in his hands the future of these young people will modify any arbitrary rulings he may have made under other conditions in order that justice may be meted out to all.

Qualifications for entrance.—Present qualifications govern the entrance of the pupil for free high school attendance. If the pupil holds a certificate properly executed showing that he has completed the work of the first eight grades he is entitled to the benefits of the law. If the pupil has previously graduated from a 9th, 10th or 11th grade high school and now wishes to continue at another high school he must first secure a certificate from the county superintendent, which certificate shall state what grade of high school work has been completed, and that the pupil is unable to secure the work of the advanced grade in the school district of his residence.

For the purposes of the free high school law the Illinois Course of Study for Common Schools has been officially adopted for the first eight grades of work in the public schools of Nebraska. The minimum requirement for graduation from the eighth grade course of study and for receiving county certificates for free high school tuition is evidence of completion of the work in the following named subjects: Reading, grammar and English composition, arithmetic, mental arithmetic, geography, history, physiology, writing and spelling. Agriculture, civics, bookkeeping and drawing are not required for county certificates granting free high school privileges.

Tax.—The free high school tax levy is entirely independent of the maximum levy of twenty-five mills for the maintenance of school, and is known as the "Free High School Fund," and as such is to be placed to the credit of each public school district in which such free high school tax is levied. It follows, therefore, that a school district voting twenty-five mills tax for maintaining school must vote in addition thereto the necessary tax for payment of tuition of all pupils of such district entitled to free high school privileges.

Teacher's duties.—The teacher may do these things.

1. See that pupils and interested patrons have a proper understanding of the requirements of the law.

2. See that pupils are properly applying themselves to an approved course of study.

3. Become acquainted with all regulations made by the county superintendent relative to county examinations and the issuance of county pupil's certificate.

4. See that pupils understand all regulations relative to county examinations; that they appear at the proper time and place for examination and that they take examinations in all required subjects.

5. See that parents or guardians make proper application for free high school attendance.

Qualifications of the high school.—A greater appreciation of the importance of the new free high school law is felt as preparation for meeting its requirements are being made by the schools of the state. The primary object of the free high school law was to provide four years of free high school privileges to every youth of the state. Seventy-five cents per week, the amount provided by law to be paid by the district for non-resident high school tuition, is sufficient to pay for good high school instruction. Our legislators wisely provided that no district shall pay free high school tuition to any but a high school of approved standard which can give value received to the district paying non-resident tuition. The effect of the application of this provision will be that many of our smaller high schools which heretofore have maintained high schools inferior in course of study, equipment and teaching force, will provide better instruction for their own pupils in order to comply with the requirements of the law for admitting non-resident pupils.

Advantages of Meeting Requirements.—No high school district will be compelled to change its course of study, increase its teaching force or provide better equipment unless such district desires to receive non-resident pupils under the provisions of the free high school attendance law. But the inducement offered to schools which do comply with the requirements are such that few if any high schools of the state which can do so will fail to meet the requirements. Many high school districts have been charging much less than $3 per month, and some as low as $1.50 and $1.00 per month tuition for non-resident pupils. In addition to the increased financial support coming from the high school which meets the requirements of the law, the advantages are felt in the attendance of these non-resident pupils acknowledged to be a stronger body of pupils, as a class, than the average high school student. With proper appreciation of the value of a well arranged course of study, of a strong teaching force and of proper equipment for the benefit of the pupils of its own district as well as for meeting the requirements for admission of non-resident pupils, every high school district in the state will meet this requirement if possible.

Hasty action unnecessary.—While it will be to the advantage of a school district to decide as early as possible in order that a sufficient teaching force may be engaged, the school district will have until the opening of school next fall to make a showing for meeting the requirements of the law. Hasty action is not necessary but an acquaintance with the requirements and benefits of the law and a knowledge of the needs of the district will enable the people

of the district to be carefully considering the matter and in due time take such action as they may choose. Let us each do our part that every qualified student may receive the anticipated benefits of the free high school law, and that every high school district which maintains a course of study, a teaching force or equipment which does not conform to the recognized standard for Nebraska may be stimulated to raise the standard of its own school, thereby providing better education for its own pupils and a means of higher education for non-resident pupils.

Accredited and approved schools.—Eleven and twelve grade schools accredited to the University of Nebraska and nine and ten grades approved by the University of Nebraska will be considered as qualified to meet the requirements of the free high school attendance law. Since entrance credit will be given at the state normal schools and at the Nebraska School of Agriculture to graduates of ninth and tenth grade schools which are approved by the University of Nebraska and since such approval is accepted also as evidence of qualification for meeting the requirements of the free high school attendance law, it will be to the advantage of all ninth and tenth grade high schools to maintain courses of study that will entitle them to approval by the University.

Where transfer for school privileges is in force.—When transfer for school privileges is in force under Section 4a, Subdivision 5, School Laws of Nebraska for 1907, the legal residence of the parent or guardian for school privileges is the school district to which transfer has been made. Where transfer for school privileges is in force, high school tuition under the free high school law shall be paid by the district to which the transfer has been made. The parent or guardian of the pupil desiring free high school attendance should make application in writing to the county superintendent of the county embracing the school district in which said parent or guardian maintains his legal residence for school privileges. The transfer law as amended by the legislature of 1907 makes the parent or guardian who is transferred for school privileges a legal voter in the district to which he is transferred. This amendment actually makes the parent or guardian a legal resident of the district to which he is transferred. Where transfer for school privileges is made across the county line, the application for free high school privileges should be made to the county superintendent of the county to which the transfer has been made.

NORMAL TRAINING IN HIGH SCHOOLS

H. R. 247, by Jenison of Clay, appropriating $50,000, provides for normal training in the junior and senior years in from sixty to seventy of the strongest high schools accredited to the University of Nebraska and employing at least two teachers exclusive of the city superintendent who shall give their entire time to instruction in high school branches. The high schools qualifying for this work are to be

designated by the state superintendent and are to be distributed by him among the sixty-seven representative districts of Nebraska, as nearly as well may be. The sum of $700 for the biennium is to be paid from the appropriation to each high school district in which a class of not less than ten is organized and instructed in accordance with the provisions of the law. Every scholar admitted to such class shall continue under such instruction not less than eighteen weeks in order to be counted in such class. The course of study shall consist of a review of at least nine weeks in each of the following subjects: reading, grammar, arithmetic and geography; a study of American history for one semester, and seventy-two periods of professional training. A course in elementary agriculture must be given in case it is not included in the regular high school course of study.

Normal training in high schools is not a new question in the educational world. It was first inaugurated in the state of New York about seventy-five years ago. This was before the opening of the first state normal school in America at Lexington, Mass., July 3, 1839. During the past twenty years New York has appropriated annually $100,000 for normal training in 100 of her strongest high schools, notwithstanding she has 300 colleges, universities, academies and seminaries, and sixteen full-fledged state normal schools. Last year 2,921 prospective teachers received normal training in the high schools of New York. In his annual report for 1906, Commissioner Draper says of this work in the high schools of New York: "The most fruitful, if not the most hopeful, source of good teachers for the district schools is found in the training classes. It is confidently believed that this agency for providing teachers for the rural schools will ever be increasing in its efficiency." Dr. W. T. Harris, as U. S. Commissioner of Education, declared normal training in high schools as carried out under the New York system the most efficient and economical plan ever devised for giving us better qualified teachers for the rural schools. President Crabtree of the state normal school at Peru and Inspector A. A. Reed of the University of Nebraska give their hearty approval to this plan. Professor W. R. Hart of the department of education at the Peru state normal prepared a paper for the high school section of the Nebraska State Teachers' Association, December 27, 1906, in behalf of normal training in high schools. His good common sense, his faultless logic, his stubborn facts are unanswerable. This paper forms a classic on this subject. It is evident from the views held by these educators of national fame that Governor Sheldon was not an amateur adventurer in the field of education when he gave his approval to H. R. 247, providing for normal training in Nebraska high schools. During the current biennium at least 2,000 prospective teachers will be given normal training in the junior and senior years in the seventy high schools qualifying for this work. I make bold to assert that this will do more toward giving us better qualified teachers for the rural schools than $100,000 would do through any other channel.

TEXT OF LAW.

(Subdivision XIII School Laws.)

Section 24.—**Purpose.**—For the purpose of giving teachers an opportunity to meet the requirements in normal training as provided in sections 5548g and 5548h, chapter 79, Compiled Statutes of Nebraska for 1905, provision is hereby made for such training in the high schools of Nebraska.

Sec. 25.—**State superintendent designates high schools.**—The state superintendent of public instruction shall designate the high schools in which such instruction shall be given, distributing them among the sixty-seven representative districts of the state, as nearly as well may be, having reference to the number of representatives in each, and to the location and character of the high schools selected.

Sec. 26.—**Admission—Regulations.**— The state superintendent shall prescribe the conditions of admission to the normal training classes, the course of instruction, and the rules and regulations under which such instruction shall be given.

Sec. 27.—**Requirements governing approval of high schools for normal training.**—In approving a high school for normal training as contemplated in this act, the state superintendent shall be governed by the following general requirements:

1. A high school in order to be approved for normal training must be a school accredited to the University of Nebraska.

2. At least two teachers exclusive of the city superintendent shall give their entire time to instruction in high school branches.

3. Normal training as provided in this act shall be given in the eleventh and twelfth grades. Credit for such training shall be given upon the completion of the prescribed course in normal training and the regular high school course of study.

4. The course in normal training shall be elective, and shall consist of the three following lines of study:

(a) A review for at least nine weeks in each of the following subjects—reading, grammar, arithmetic, and geography—to be given not earlier than the tenth grade. This work shall include subject matter, underlying principles and methods of teaching, and should enable the student to approach the subject from the standpoint of teacher as well as that of student. It shall be given by well-trained, experienced teachers.

(b) A study of American history for at least one semester in the eleventh or twelfth grade.

(c) At least seventy-two periods of professional training to include a study of methods, school management, observation work, etc., etc., to be given in the senior year by the city superintendent of schools or by a member of the high school faculty recommended by him and approved by the state superintendent of public instruction.

5. Schools offering this course shall have a reference library of at least three volumes on each of the following fields of professional study—history of education, principles of education, methods, and special training in industrial education, including agriculture.

6. In case elementary agriculture is not in the regular course of study it shall be required in the course in normal training.

7. Every high school approved for normal training shall instruct a class of not less than ten, and every scholar admitted to such class shall continue under instruction not less than eighteen weeks in order to be counted in such class.

Sec. 28.—**Amount of state aid.**—The sum of seven hundred ($700.00) dollars for the biennium shall be paid from the appropriation provided herein to each school district in which a class of not less than ten is organized and instructed in accordance with the provisions of this act.

Sec. 29.—**Expenses of inspection.**—The appropriation provided by this act for instruction in high schools of scholars in the science and practice of common school teaching shall be deemed to include and shall include due inspection and supervision of such instruction by the state superintendent of public instruction, and the expenses of such inspection and supervision shall be paid out of said appropriation on vouchers certified by the state superintendent.

Sec. 30.—**Payment—Secretary of board—Warrants.**—The secretary of the board of education of each school district meeting the requirements for normal training as herein provided shall on or before the last Monday in June of each year make a report, under oath, to the state superintendent of public instruction showing how many scholars have met the minimum requirements for normal training as contemplated by this act. The state superintendent shall on or before the second Monday in July of each year apportion the money earned to each school that has fully complied with the requirements of this act. It shall be the duty of the state superintendent to certify the apportionment for the several school districts of the state to the state auditor, who shall draw warrants on the state treasurer in favor of the secretary of the board of education of the various school districts for the sums so specified by the state superintendent of public instruction. It shall be the duty of the state treasurer to redeem each warrant drawn on him by the state auditor and to remit the same to the secretary of the board of education of the proper school district.

Sec. 31.—**Appropriation**—That there be and there hereby is appropriated out of any moneys in the state treasury not otherwise appropriated the sum of fifty thousand ($50,000) dollars for the purpose of establishing and maintaining normal training in high schools for the biennium ending March 31, 1909.

MORE ABOUT NORMAL TRAINING IN HIGH SCHOOLS.

To the Honorable, the Members of the Legislature of Nebraska:

Gentlemen:—In addition to our bulletin on Normal Training already placed in your hands I am pleased to call your attention to the following arguments of Prof. W. R. Hart of the State Normal School at Peru on normal training in high schools. His good common sense, his faultless logic, his stubborn facts are unanswerable. This paper forms a classic on this subject. It will aid you in passing upon the merits of House Roll No. 247.

Yours very truly,

March 12, 1907. J. L. McBRIEN,
Superintendent.

SHOULD PEDAGOGY HAVE A PERMANENT PLACE IN THE HIGH SCHOOL COURSE?

Prepared for the High School Section of the Nebraska State Teachers' Association, December 27, 1906, Lincoln, Nebraska, by W. R. Hart, A. M., professor of psychology and pedagogy, State Normal School, Peru, Nebraska.

Each one's answer to this question will be colored by his personal bias. The answers themselves will reveal a graduated scale of opinions beginning with a vehement "No" with a big N, and shading off with a qualified "I think not", "I believe not", "I'm not sure", "Perhaps it ought", "It may under stress of conditions", "It may under proper restrictions", "I believe it should", "I think it should" finally ending in an emphatic "Yes" with a big Y. "No" and "Yes" represent the poles of opinion and between them may be formed all shades of modified negatives blending with a nebulous mass of qualified affirmatives.

For Nebraska educators this problem is still without form and void. May the spirit born of a restudy of what education means and what the function of the high school is, move upon the face of the deep and dispel the darkness in which we now grope! We are more in need of light just now than we are of heat.

No answer to the Problem of Pedagogy in the High School can be considered other than temporary and provisional that does not take into account at least the underlying thought of the following propositions:

First, The community has an inherent right to the best service of its own institutions.

Second, Every person whose school nurture approximates a reasonable maturity in point of age, is of right entitled to some instruction in the meaning of educational theory and practice before being thrown upon his own resources. These two propositions are not exhaustive of all that should be considered as fundamental to a com-

prehensive discussion of the problem before us. These propositions may not be sufficiently self-evident as to be accepted without question, not to say controversy. They are cited however for whatever of truth they may contain and also as a basis for what few words I may add to the discussion of the question touching the permanency of Pedagogy as a high school study. They will be discussed in order.

The first proposition, namely, the right of the community to the best service of its own institutions, raises the question of the function of that educational agency, the marvel of our times, the modern high school. The American public high school is unique in two very important respects. First, the impulse of an enlightened school sentiment which gave it being, demanding an education at public expense in advance of the traditional common school. Second, the influence of college ideals which have given form and body to its course of study. Yes, more than form and body to its course of study—college ideals and influence have given to the high schools a body of teachers imbued with the spirit of sound education, teachers sensible of their responsibility for giving efficiency to this one factor of the state's educational machinery. This last named fact of a responsible and trained teachership for the Nebraska high schools is ample justification for all the college influence which has been exerted by the colleges on the lower schools. The place of the high school in the general course of instruction is probably fixed for centuries to come as a crowning advance upon the common schools of our fathers. Its function, however, is still a debatable question.

The function of the high school in our scheme of education cannot be settled in one debate, nor yet in a decade. We may consider ourselves progressing fairly well if we reach a settlement that will stay put, within a quarter of a century. More interests are involved in the permanent settlement of the function of the high school than have as yet had a hearing in the controversy. A decision without a hearing from all interests concerned must result in what the lawyers call a re-hearing, because some parties in interest have not had their day in court. This is why our high school course of study will not stay settled.

There are at least five factors to be taken into account in determining the function of the modern high school; First, the schools above the high school; second, the schools below the high school; third, the membership of the high school; fourth, the occupational life of the community; fifth, the tax-paying supporters of all these schools. And as a self educating people we are rapidly aproaching if not actually confronting the problem of whether or not we shall have one high school with a number of functions, or a number of high schools in the same community each having a single function. This confirms me in the belief that we are not dealing with a temporary makeshift to meet an emergency, but are in the midst of an upheaval the tremor of which will not subside till the whole problem of secondary education has

been restudied from new view points. Traditions as to what has been and definitions based thereon are less valuable for clear thinking just now than are a deep sympathy and a broad interpretation of the complex life we are now in. A basis of common right must be found for diverse educational interests that now seem to be antagonistic. To put aside the matter as a question that is settled only delays the day of our own undoing. Fixity in a great school organization becomes a handicap. Flexibility and adaptation to present and prospective needs is the true measure of the vitality and worth of any human institution.

The university had a hearing more than fifteen years ago and won on practically every point. The high schools became at once preparatory schools. The tax paying factor responded to the increased burden generously, but here and there a protest was lodged against what seemed to some a snap judgment, and the university has yielded some to the pre-empted ground, not in quantity but in the matter of flexibility.

Just now for the first time in the history of our state is another factor, the schools below the high school, getting a hearing. The great common school of the state through its superintendency stands with outstretched hands appealing to the high school for aid in return for the humble service of being its foundation and support. Will the high school give it bread or will it give a stone?

Stating the case briefly and broadly in behalf of the common school, the least that may be said is that the common school may demand of the high school the same nurture in the form of a qualified teaching force that the high school may demand of the college. To answer this by saying the preparation of teachers is the function of the normal school is simply to prejudge the case against the high school.

Function as such is not inherent in the high school or in any other school for that matter. A school becomes functionally whatever its creators choose to make it. When a school adopts a course of study leading to college entrance it begins at once to perform the function of preparing students to enter college. When a school adopts a course of study leading to the degree of Bachelor of Laws it immediately begins the function of preparing candidates for the practice of that profession. So with a school of medicine. So with a school of pedagogy. So with a school of commerce. And I can see no inconsistency in bestowing two or more of these functions upon the same school,—a thing in fact with which we are all more or less familiar. Already many of our high schools not only prepare students to enter college, but to enter some of the more simple callings of active life. And may not teaching in the elementary schools of the country with statistical propriety be called a common calling of our high school pupils? Will the better equipment of these pupils be the result of local pressure upon the devotees of tradition, or will it be the result of enlightened leadership; a leadership which sees in our present scheme of

organization such elements of sustenance and growth that each part may be made to contribute strength to the whole; a leadership that will make of the high school the same sort of stimulant for the elementary school which the college has proven itself to be for the high school; a leadership that will make the present educational agencies mutually helpful to each other, thereby bringing service to a maximum while keeping the expense at a minimum.

The university performs its highest service to the state in the trained teachers sent into the high schools, and the high school will perform its best service to the community when it sends a body of its graduates into the elementary schools trained to teach. Thus will the community receive its right and the high school fulfil a function no less high than that of preparing students for college, or for business.

The second general proposition to which I would call your attention is the right of every person whose school nurture approximates a reasonable maturity in point of age to be given some instruction in the theory and practice of education. This statement includes much more than is included in the question as to whether pedagogy is in the high school to stay or not. The proposition may on that account be less readily assented to but in my opinion no less defensible, because I have come to look upon the question under discussion as being only a part, and the smaller part at that, of the larger problem in which it is involved, namely, whether or not the study of education should be offered to all students whose school life ends with the high school.

The claim of the individual about to graduate from the high school to the instruction in the theory and art of education can be justified by the following considerations: first, the fact that so large a per cent. of students cease their school attendance at the close of the high school course; second, the fact that the student of the twelfth grade is mature enough to understand some interpretation of the work of the eleven previous years of his school life; third, that nearly 40 per cent. of the graduates are quite sure to become teachers while more than 90 per cent. are just as sure to become parents. These points are somewhat interdependent and the development of each by argument and illustration would extend this discussion beyond a reasonable limit.

The first of these points raises the old question as to whether the high school should be made primarily to serve those who intend to continue their education in some higher school, and incidentally to serve those whose school life ceases at the end of the high school course or vice versa. Preparation for college and preparation for life have been the slogans of the respective parties to this controversy for some time. The debate at times waxes warm. Tradition and inertia favor the "preparation for college" ideal. Applied knowledge and innovation favor the "preparation for life" ideal. I shall ever recall with admiration how adroitly the onslaughts of those favoring a high school course more in harmony with the occupational life of the com-

munity were parried by the suggestion that "perhaps after all the best preparation for college may turn out to be the best preparation for life." This passed current for sound argument because it bore the stamp and superscription of the then Chancellor of the University. It was a paralyzing stroke for no one seemed capable of making the counter thrust by handing back the proposition that "after all perhaps the best preparation for life may turn out to be the best preparation for college." And indeed who of us feels safe in saying such a preparation may not only be the best preparation for college, but for a better college than the one which now admits the applicant on the traditional classic essentials?

But to return from this digression suffice it to say that because the high school is of necessity the finishing school for so large a part of its students, the study of education should be offered as a part of their equipment for life. It may be objected however that they are as yet too immature to profit by such instruction. This brings us to the real vital point.

In support of the idea that high school graduates are mature enough for a brief and concrete study of education only a few facts will be cited. First, the community at large, as a matter of fact, permits—yes encourages nine out of twenty-three of them to assume the responsible function of teaching. Second, it is a matter of common knowledge that members of the eleventh and twelfth grades are encouraged by county superintendents to attend county institutes if they are contemplating teaching after graduation. Third, the average age is not far from nineteen years which is above the legal limit of infancy for girls in most civilized countries, and within two years of such limit for boys. Fourth, six out of twenty-three are sent by their parents to college often many miles from home. Fifth, they have been assumed to be mature enough to be instructed in the science and art of language, both living and dead, with profit, in the science and art of mathematics with profit, in the science of government with profit, in the science of life with profit. Now if these students have pursued the foregoing sciences from one to eight semesters each with some profit, it would appear presumptive if not conclusive as to their ability to get some profit from a study of the way in which their own minds had to be used in the long journey through the grades and into the high school. A study with the text of his childhood in hand recalling how his own mind behaved as well as noting what sort of stimulation the teacher is giving before his eyes is not only within his grasp, but is of immense value whether the individual ever becomes a teacher or not.

Finally while contending for pedagogy in the high school as a valuable study, far be it from me to assume that the student can get as much value from it there as if he took it two years later in a normal

school or four years later in a college. Wherever it is taken it resolves itself into a study of method, and a study of method is no more nor less than a study of how best to do a thing that has to be done some how.

For further information on Normal Training in High Schools see pages 99-185 of tnis report.

AT LEAST SEVEN MONTHS OF SCHOOL.

H. R. 356, by Doran of Garfield, Henry of Holt, Metzger of Cherry, and Wilson of Custer, appropriates $50,000 for the purpose of providing at least seven months of school each year in the first eight grades for all the youth of this state whose parents or guardians live in public school districts whose funds are not sufficient to maintain school for at least seven months. The state treasurer, upon a voucher drawn by the state superintendent in accordance with reports furnished him by the county superintendents, shall pay to each district which shall have voted the maximum tax levy authorized by law, such an amount as is necessary to maintain seven months of school with a legally qualified teacher at a salary of not less than thirty dollars a month. No district shall receive aid from the state in any one year in excess of one hundred twenty dollars, which amount shall be applied exclusively to the payment of teachers' wages.

During the past year there were 306 school districts maintaining three months of school or less; 640 districts maintaining from three to six months of school. There will be about 1,000 districts in the northern and western counties entitled to state aid under this measure. The average number of pupils in these 1,000 districts is about fifteen, which would mean that 15,000 boys and girls will receive at least seven months of free school privileges under this law. This makes it possible for all boys and girls in the state to receive at least an eighth grade education, which means at least two years more than they are now receiving.

In due time a bulletin will be issued, setting forth the requirements for securing state aid under H. R. 356.

This is not an attempt to build society. It is an attempt by society to build the individual. Such a policy holds that the state is strong in the proportion in which every individual in the state is free, large, educated, independent. The policy too long pursued may have given us a finer educated upper class, nobler and deeper thinkers in greater numbers than we would have were we to bend our efforts along this new line, but we have educated the top long enough at the expense of the bottom. Let us unite to educate society from the bottom to the top. "We are not attempting to lift the favored classes higher; we are not attempting to give to those that already have; we are attempting to put our hands under the foundations of human society and lift everybody up. That is a slower work; but when it is done and its fruits are ripe you will never doubt again which is the wisest and best policy."

Text of Law.

(Subdivision II.)

Sec. 14a.—**At least seven months' school.—State aid.**—For the purpose of providing at least seven months of school each year in the first eight grades for all the youth of this state whose parents or guardians live in public school districts whose funds are not sufficient to maintain school for at least seven months, there shall be paid to each district by the state treasurer such an amount as is necessary to enable such district to maintain seven months of school with a legally qualified teacher at a salary of not less than thirty dollars a month. Provided, That no state aid shall be given any public school district unless it has voted the maximum tax levy authorized by section 5437, chapter 79, Compiled Statutes of Nebraska for 1905 (Wheeler), and until the accounts of such district are audited and approved by the county superintendent of the proper county. No district shall receive in any one year any state aid under the provisions of this act in excess of one hundred twenty dollars, which amount so paid shall be applied exclusively to the payment of teachers' wages.

Sec. 14b.—**Same, amounts due.**—It shall be the duty of the county superintendent of the proper county on or before the second Monday in June of each year to certify, under oath, to the state superintendent of public instruction the number of districts entitled to state aid under the provisions of this act, the amount due each, and such other items as may be required by the state superintendent of public instruction. It shall be the duty of the state superintendent of public instruction, on or before the last Monday in June of each year, to certify the amounts of state aid due the several counties under the provisions of this act to the state auditor, who shall draw warrants on the state treasurer in favor of the various counties for the sums so specified by the state superintendent of public instruction. The state treasurer shall remit said amounts to the county treasurer of the several counties who shall place it to the credit of the proper districts of his county in accordance with the instructions of the county superintendent thereof.

Sec. 14c.—**Same, appropriation, how used.**—For the purpose of carrying out the provisions of this act there is hereby appropriated out of any moneys in the state treasury not otherwise appropriated the sum of fifty thousand dollars. If the amount available is not sufficient to pay the full sum to which each district is entitled under the provisions of this act, it shall be divided pro rata among the several school districts entitled thereto in proportion to the aggregate number of days attended by all pupils in the several districts. [Approved April 10, 1907.]

Ruling of State Superintendent on Law.

Law Not Yet in Force.

House Roll 356 (sections 14a, 14b, and 14c, subdivision 2), providing for at least seven months of school in all districts, and appropriating $50,000 therefor, does not go into effect until July 1, and

no legal action can be taken in the matter before that time. All that is required of weak districts that expect to come under the provisions of this law is that they vote, at the annual meeting the last Monday in June, to hold at least seven months of school the ensuing year and also vote school taxes in an amount equal to 25 mills on the dollar of assessed valuation. All districts doing this and conducting their affairs in the proper manner as provided by law, will, upon proper evidence of the same, and upon proof of their right to state aid under this act, be permitted to receive such aid.

Division of Districts.

Permit me to announce that H. R. 356 was not enacted for the purpose of encouraging the formation of new districts, and this department will hold that any attempt to form new districts for the purpose of securing state aid under this act would be an illegal procedure, fraudulent on its face.

(In due time a bulletin will be issued giving the law, and rules and regulations relative thereto.)

JUNIOR NORMAL SCHOOLS.

S. F. 232, by Hanna of Cherry and Phillips of Holt, (Duplicate of H. R. 193, by Gliem of Red Willow, Green of Holt, Logsdon of Fillmore, Henry of Holt, Snyder of Harlan and Wilson of Custer.) This bill amends the junior normal school law by increasing the number of schools from five to not more than eight, and reducing the term from ten weeks to not less than six and not more than eight. Proper credit for satisfactory work at these schools will be given students at the state normal schools and at all schools authorized by law to grant teachers' certificates. Students completing the course of study prescribed for the junior normal schools shall be granted by the board of education of the state normal schools a certificate of the same tenor and effect as the certificate to teach issued to the graduates from the elementary course of the state normal schools.

Text of Law.

(Subdivision XIII.)

Sec. 20.—**Establishment.**—That there be and there hereby are established in the State of Nebraska not less than five and not more than eight junior normal schools at such time and places as are hereinafter designated.

Sec. 21.—**Terms, time and places of holding.**—The terms and time of holding said junior normal schools shall be not less than six nor more than eight weeks between the first day of June and the first day of September of each year. Three of these junior normal schools shall be established and maintained in the public school districts of Alliance, McCook and Valentine, and at not more than five other places to be determined by the state superintendent of public instruction. In

case epidemic sickness or the destruction of the school house shall render it impracticable in any one year to hold a junior normal school in any place where such school is established, the state superintendent of public instruction may locate it elsewhere for that year. At each place where a junior normal school is established the public school buildings, textbooks and apparatus of the public school district shall be placed at the service of the state, without cost, under the jurisdiction of the state superintendent of public instruction. In each county where a junior normal school is established not less than three-fourths of the entire institute fund shall be used by the state superintendent of public instruction toward defraying the expenses of such junior normal schools. No junior normal school shall be established in any county where the amount appropriated for the county institute fund by the county board is less than one hundred ($100) dollars each year. In each county where a junior normal school is located the county superintendent of such county shall designate one week of the junior normal school as the institute week in and for his county. Any county superintendent in a neighboring county to that in which a junior normal school is located may designate one week of the junior normal school as the institute week for his county.

Sec. 22.—**Organization and management.**—The organization and management of said junior normal schools shall be under the jurisdiction of the state superintendent of public instruction, and he shall select the principals and the instructors for said schools, and shall make and complete all other arrangements for the successful operation of said schools.

Sec. 23.—**Course of study, credit.**—The course of study pursued at said junior normal schools shall be the elementary course of the regularly prescribed courses of study for the state normal schools. Any student in regular attendance and pursuing and completing any of said studies in a satisfactory manner shall be granted a certificate to that effect signed by the principal of the junior normal school and the state superintendent, which certificate shall entitle the holder to proper credit at the state normal schools and at all schools authorized by law to grant teachers' certificates. Any student in regular attendance at any junior normal school and pursuing and completing the prescribed elementary course of study of the state normal schools in a satisfactory manner shall be granted by the board of education of the state normal schools an elementary state certificate of the same tenor and effect as the certificate to teach issued to graduates from the elementary course of the state normal schools.

ADMISSION TO NORMAL SCHOOLS.

S. F. 259, by Randall of Madison, provides that no pupil may be admitted to the state normal schools, except the junior normals and summer terms of state normals, who does not possess at least a two-year high school education, or its equivalent, as outlined in the Nebraska High School Manual.

With 500 high schools offering free high school privileges under the free high school law, this increased entrance requirement is altogether fitting and proper. The place for children to receive their education is at home so far as possible. Besides, it will greatly relieve the crowded condition at the state normal schools.

Text of Law.

(Subdivision XIII.)

Sec. 16.—**Admission of pupils.**—The board shall make such rules and regulations for the admission of pupils to the school as may seem to be best for the interest of the school and not inconsistent with the purpose for which the school has been established. No pupil shall be admitted to said school or schools who does not possess at least a two years' high school education, or its equivalent, as outlined in the Nebraska High School Manual issued jointly by the University of Nebraska and the state superintendent of public instruction. Provided, That nothing in this act shall apply to the junior normals or to the attendance at the summer term of the normals.

INSTITUTIONS AUTHORIZED TO GRANT TEACHERS' CERTIFICATES.

S. F. 267, by King of Polk. The present law is amended by providing that the state superintendent shall **each year,** by personal inspection or inspection of the state board of examiners for life certificates, satisfy himself that the entrance requirements and professional study requirements have been maintained before any certificate is granted by said institution.

Text of Law.

(Subdivision IX.)

Sec. 1a.—**Graduates University of Nebraska or other incorporated schools of this state.**—All graduates of the University of Nebraska holding the degree of bachelor of arts or bachelor of science and in addition thereto certificates authorized by the board of regents showing that such graduates have completed the course of instruction prescribed by the regents and faculty of said university for the special training and instruction of teachers, and such other graduates as hold the same degrees from any college or university duly incorporated under the laws of the State of Nebraska, who, in the judgment of the state superintendent of public instruction or the state board of examiners for life certificates, have completed in their respective institutions an equivalent of the courses in the University of Nebraska for said degrees prescribed by the regents and faculty of said university, shall be accredited as qualified teachers within the meaning of the school law of this state; and all such graduates shall have equal privileges, upon equal conditions, with graduates from any and all other educational in-

stitutions within this state under the school law thereof. Said colleges shall from year to year maintain entrance requirements, degree requirements and professional study requirements equivalent to those of the University of Nebraska. Each year the state superintendent of public instruction shall satisfy himself by personal inspection or by the personal inspection of the state board of examiners for life certificates that said requirements have been maintained before any certificate can be granted by such institution. Said certificates are hereby declared to be valid as first grade state certificates entitling the holders to teach in the public schools of the state of Nebraska for a period of three years from their date. Said certificates shall be signed by the president and secretary of the board of trustees and the president or chancellor of the proper institution. [Amended 1907.]

Sec. 1b.—**Same—Confirmation of Certificates.**—After three years of actual teaching, the certificates of the graduates of the University of Nebraska or of any other college or university mentioned or described in section 11141, Cobbey's Annotated Statutes of Nebraska for 1903, shall be countersigned by the state superintendent of public instruction upon satisfactory evidence that the services of the applicant have been successful, making such certificate good for life. Said counter-signature may be cancelled and its legal effect annulled by the state superintendent of public instruction upon satisfactory evidence of disqualification. Such certificates shall be subject to the provisions for lapsing set forth in section 11114c, Cobbey's Supplement 1905, to his Annotated Statutes of Nebraska. [Amended 1907.]

Sec. 6.—**College and normal graduates.**—When any college, university or normal school in this state shall have a course of study equal in extent and similar in subjects to the elementary course of the state normal schools, and shall have full and ample equipment and a faculty of instructors fully competent to give and who are actually giving satisfactory instruction in the branches contained in said course and equivalent to that given in the state normal schools, any graduate from such course shall be granted by the board of trustees of the proper institution a second grade certificate of the same tenor and effect as the certificate to teach issued to the graduates from the elementary course of the state normal schools. Said certificate shall be signed by the president of the board of trustees and the head of the department of education of the proper institution, and the state superintendent of public instruction. [Amended 1907.]

Sec. 7.—**Same.**—When any college, university or normal school in this state shall have a course of study equal in extent and similar in subjects to the higher course in the state normal schools, and shall have full and ample equipment and a faculty of instructors fully competent to give and are actually giving satisfactory instruction in the branches contained in said course and equivalent to that given in the state normal schools, the graduates from such course shall be granted by the board of trustees of the proper institution a first grade state

certificate of the same tenor and effect as the certificate to teach issued to the graduates from the higher course of the state normal schools. Such certificate shall be signed by the president of the board of trustees and the head of the department of education of the proper institution and the state superintendent of public instruction. After three years of actual teaching the first grade state certificates issued by any institution as set forth in this section may be countersigned by the state superintendent of public instruction upon satisfactory evidence that the services of the applicant have been successful, making such certificate good for life. Said counter-signature may be cancelled and its legal effect annulled by the state superintendent of public instruction upon satisfactory evidence of disqualification. Such certificates shall be subject to the provisions for lapsing set forth in section 11114c, Cobbey's Supplement (1905) to his Annotated Statutes of Nebraska. [Amended 1907.]

Sec. 8.—**Same defined.**—The determination of the question as to what institutions are entitled to the privileges set forth in sections 11141, 11143, and 11144, Cobbey's Annotated Statutes of Nebraska for 1903, shall be in the hands of the state superintendent of public instruction or the state board of examiners for life certificates. No educational institutions shall be entitled to the privileges conferred by sections 11143 and 11144 unless the following requirements have been fulfilled:

First.—Such institution shall be incorporated under the laws of the state of Nebraska.

Second.—Said incorporation shall have at least fifty thousand dollars invested, or available for use in the school.

Third.—Said incorporation shall employ not fewer than five teachers who shall put in full time in giving instruction in the branches of study required to be taught by the provisions of this act.

Fourth.—The state superintendent of public instruction shall satisfy himself by personal inspection or by the personal inspection of the state board of examiners for life certificates that any institution desiring recognition under this act has fully complied with the requirements set forth herein and in sections 11143 and 11144 as hereby amended.

Fifth.—The entrance requirements to the elementary and higher courses and the time required for the completion of said courses shall be the same as in the state normal schools. Each year the state superintendent of public instruction shall satisfy himself by personal inspection or by the personal inspection of the state board of examiners for life certificates that said requirements have been met before any certificate can be granted by such institution. [Amended 1907.]

Sec. 9.—**Extent of act.**—The provisions of this bill shall not apply to graduates of any school approved by the state superintendent who were graduated prior to the passage of this act.

A LIBRARY IN EVERY SCHOOL.

H. R. 72, by Cone of Saunders. The school board of every public school district is required to set aside annually from the general funds of the school district the sum of ten cents for every pupil enumerated in the district at the last annual school census, which amount shall be annually invested in books other than regular textbooks, which books shall be suitable for the school library, by vote of the school board of any district in which a free public library is maintained and to the support of which at least $300 is expended annually, this law is inoperative.

Teachers may secure lists of books approved by the Nebraska Teachers' Reading Circle Board by addressing their county superintendents or the leading book companies. Books will be sent in a single parcel, transportation prepaid by the publishers, to any teacher or school officer in Nebraska on receipt of the money for the books offered. A $5 library, a $10 library, or a $25 library may be secured according to the funds at command. For "A Graded List of Books for School Libraries," or for information relative to a free library, write Miss Charlotte Templeton, secretary of the Nebraska Public Library Commission, Lincoln, Nebraska.

We wish to caution every school district against purchasing any books whatsoever from traveling agents. Many school districts in Nebraska have been imposed upon by chart sharks and fake agents. An agent cannot pay his railroad fare, hotel bills, and livery hire, allowing him nothing for his salary, and visit rural school districts at an average cost of less than $5 to $10 per district. Then you must usually pay such agent at least two prices and oftentimes four prices for his books, which are as a rule not suited to the average rural school district. The actual expenses and profit of the traveling agent will secure for any district a good library by dealing direct with reputable publishing houses.

REPEAL OF THE STATE SCHOOL TAX.

S. F. 226, by King of Polk, repeals the state school tax, which under the old law was not less than one-half mill and not to exceed one and one-half mills upon all the taxable property of the state. It was found that practically the same amount of money was returned to the several school districts through the state apportionment as was raised from their taxable property by the one-half mill levy, and that the clerical work thus placed upon the state and county treasurers was unnecessary. A school district needs only to vote one-half mill more local tax in order to have as much as it had under the state school tax levy. The direct appropriation by the state of $50,000 for normal training in high schools and $50,000 for state aid to weak districts will do vastly more for the common schools than did the proceeds of the one-half mill state school tax. Passed with emergency clause.

SCHOOL TAX LEVY IN JOINT DISTRICTS.

S. F. 270, by Clarke of Adams, provides that the county board in any county in which a joint school district is situated shall make a levy for such joint district sufficient only to produce an amount bearing an equal proportion to the whole amount required for such joint school district which the valuation of the fractional part of the district lying within said county bears to the valuation of the entire district. Emergency.

VOTE IN DISTRICT TO WHICH TRANSFERRED.

S. F. 309, by Clarke of Adams. Parents or guardians of pupils transferred under the provisions of section 4a, subdivision 5, school laws, are given the right to vote in the district to which they are transferred on all school matters except that of issuing bonds. Emergency.

COMPULSORY EDUCATION.

S. F. 50, by Thomas of Douglas. Section 1 of the compulsory education law is amended so as to require attendance at school of all children under **sixteen** years of age during the full time that school is open in the district of their residence. This provision applies only to schools in cities and metropolitan cities. This amendment was made to make the compulsory education law conform to the new child labor law. Emergency.

SCHOOL DISTRICT BOUNDARIES.

H. R. 429, by Whitham of Johnson. When a school district contains three sections of land or less, on petition of the district board or board of education, the county superintendent, county clerk, and county board shall have the right to change the boundaries of such district and of districts contiguous thereto so as to make the same just and equitable. Emergency.

SCHOOL DISTRICT BONDS.

S. F. 178, by Wilsey of Frontier, decreases the required number of school children from 200 to 150 in districts which may issue bonds in an amount equal to ten per cent of district valuation. Emergency.

EMINENT DOMAIN.

H. R. 221 by Walsh of Douglas, enables school districts to condemn ground for enlargement of schoolhouse site; and allows school districts in cities the right of eminent domain.

COUNTY INSTITUTES.

S. F. 151, by Epperson of Clay, provides that county institutes shall be held during the months of June, July or August. Emergency.

COUNTY HIGH SCHOOLS.

S. F. 376, by Epperson of Clay, (Duplicate of H. R. 536, by Farley of Hamilton.) This measure enables counties to establish and locate county high schools; to call a special election for the establishment of a county high school upon the petition of 100 freeholders of the county; provides that the county board shall constitute the board of trustees for each county high school and to take and have control of the affairs of such school; that the county superintendent shall be the superintendent of such school; to authorize the board to employ teachers and other employes; to include in the course of study manual training, domestic science and the elements of agriculture; to levy a tax for the support and maintenance of such county high school, exempting school districts maintaining a course of study beyond the eighth grade; authorizes the board to issue certificates and diplomas; provides for the issuance of bonds and the levying of taxes not to exceed five mills for the payment of the same; makes tuition free to all pupils in the county. Emergency.

DISCONTINUANCE OF SCHOOL DISTRICT.

H. R. 115, by Wilson of Custer, provides for the closing of the affairs of school districts which for a continuous period of one year have less than two legal voters residing therein, or which for two consecutive years shall fail to maintain a district organization.

GENEVA

UNION NORMAL INSTITUTE

1906

JUNIOR NORMAL SCHOOLS

1905, 1906, 1907

REPORT OF GENEVA UNION NORMAL INSTITUTE.

By Supt. Chas. W. Taylor, principal.

I herewith submit the following report of the Union Normal Institute held at Geneva, Nebraska, May 28 to June 30, 1906.

Enrollment by counties:

Counties:	$3 receipts.	$2 receipts.	$1 receipts.	Pupils.	Tuition.
Clay	47	4	40	91	$ 189.00
Nuckolls	32	3	12	47	114.00
Thayer	66	1	28	95	228.00
Saline	63	15	6	84	225.00
Fillmore	108	5	5	118	339.00
Franklin	2		2	2	6.00
Furnas		1		1	2.00
Jefferson	1			1	3.00
Gage	1			1	3.00
Butler	2			2	6.00
	322	29	91	442	$1115.00

That gives us a total enrollment of 442 and total tuition receipts of $1,115.

You will observe from this enrollment that this school did not draw from territory not its own. In our advertising campaign we were very careful not to encroach upon the territory of other schools. The above enrollment by counties will show this fact.

It was determined that $3 should be the enrollment fee for the full term of five weeks and for any time less than the full term $1 a week.

FINANCIAL STATEMENT.

441 enrollment fees	$1115.00
Proceeds of University Glee Club Concert	179.55
Swartz lectures	38.60
Abbott lectures	6.15
Book sale	345.85
Appropriation from Fillmore county	330.00
Appropriation from Saline county	80.65
Appropriation from Clay county	80.65
Appropriation from Thayer county	80.65
Appropriation from Nuckolls county	80.65
Total receipts	$2337.75

EXPENDITURES.

Printing and advertising	$ 83.30
Postage	20.03

Freight and express	19.66
Books and supplies	382.07
Glee club	179.30
Telephone and telegrams	7.70
Miscellaneous	65.50
Salary	1580.19
Total expenditures	$2337.75

The prominent feature of this institute was the model school conducted by Mrs. Lizzie Crawford of the state normal school, with the assistance of Miss Louise Donisthorpe. Every pupil in the institute attended one model school period every alternate day seeing a different period of work in the model school each day. The teachers are very enthusiastic over the work and the good they received from this part of the institute.

We collected some statistics of students from those who enrolled.

1. Where were you educated?

Country school, 45; high school, 358; normal, 32; college, 19; university, 11.

2. Have you taught?

Yes, 310; no, 120.

If so, where and how long?

One year, 169; three years, 73; five years or more, 75.

3. What certificate do you now hold?

First, 40; second, 235; third, 32; state certificate, 3; professional life, 0.

4. What certificate have you held since October 1, 1905?

First, 16; second, 58; third, 14; state certificate, 0; professional life, 0.

5. Have you received an emergency certificate?

Yes, 16; no, 402.

6. What books on education have you read?

Geographic Influence, 56; Sabin's Common Sense Didactics, 65; White's Pedagogy, 180; Putnam's Elements Psychology, 58; miscellaneous, 258.

7. What journals do you now take and read?

Little Chronicle, 88; Pathfinder, 16; Nebraska Teacher, 147.

8. County?

Fillmore, 118; Clay, 91; Nuckolls, 47; Thayer, 95; Saline, 84; Butler, 2; Franklin, 2; Jefferson, 1; Gage, 1; Furnas, 1.

INSTRUCTORS.

The following are the names of the instructors in the institute:

A. H. Staley, E. Clippinger, I. E. Campbell, W. H. Wagner, R. V. Clark, Chas. L. Coons, W. T. Bottenfield, D. G. Hopkins, G. W. Allen, Henry Vauck, E. Harnly, E. Gertrude Storer, Mrs. Lizzie Crawford, Miss Louise Donisthorpe.

I desire to commend to you each and every one of these teachers. Their enthusiasm and industry and professional zeal were so marked that each and every one is deserving of special mention for the splendid work done in this institute. A body of more devoted and able teachers could not be gathered together in the state.

PERSONNEL OF PUPILS.

I desire to call your attention to the very high character and personality of the pupils of this school. When the final examinations were taken and the grades recorded the work of the school was established, beyond a doubt. There were very few failures.

The deportment of the pupils in this school while in the community was, almost entirely above reproach in all instances. The citizens of the town are enthusiastic in their praise of the general behavior and high character of the students.

ACCOMMODATIONS.

Our citizens promised rooms and accommodations for over 650 pupils at the uniform price of $3.50 a week, board and room. The citizens could have accommodated a greater number than this without any trouble if it had been necessary.

I am reporting the grades and attendance of each individual pupil to the respective county superintendents.

SCHOOL EQUIPMENT.

The school board of the city of Geneva gave the free use of the entire school building, text books, apparatus, janitor and lights to the institute for the full period of five weeks, six days in a week, making in all six weeks.

Permit me to say that this building is large enough to accommodate a school of over 600 without any crowding.

WORK DONE.

We accomplished a complete review of all of the subjects necessary for a third, second and first grade certificate.

Pupils and instructors and county superintendents, alike, are unanimous in their praise of the work and good actually accomplished during the session of this school.

Of the total expenses of the school the book item should not be charged, as those books were simply bought and sold to the pupils at cost price and did not in reality cost the school a cent. This brings the real cost of the school $1,981.60.

RESOLUTIONS.

The following resolutions were unanimously adopted at the close of the school:

Resolutions Adopted by the Students of the Geneva Union Normal Institute, Geneva, Nebraska, June 27, 1906.

We the teachers of Fillmore, Saline, Thayer, Clay and Nuckolls counties, 441 strong, having derived great benefit from the Geneva Union Normal, do hereby adopt the following resolutions:

We desire to express our appreciation and gratitude—

First: To State Superintendent McBrien for making it possible for us to receive, almost at our homes, instruction in professional fields and his untiring efforts to advance the teaching profession throughout the state.

Second: To Superintendent Taylor to whose executive ability the success of the normal is greatly due. He has been indefatigable in his efforts in looking after the welfare and comfort of those in attendance.

Third: County Superintendents Hopkins, Bottenfield, Vauck, Coons, and Allen by superintending and aid in the class room have laid for us a foundation upon which to base our work. We assure them that we feel stronger as teachers and hope that the fruitage of their labors shall be seen in our work for years to follow.

Fourth: To our instructors Mrs. Crawford and Misses Storer and Donisthorpe, Superintendents Staley, Campbell, Wagner, Clark Clippinger and Mr. Harnly for their adequate instruction and practical suggestions in the various subjects they have taught. We assure them that their efforts in our behalf are most highly appreciated and we unanimously endorse them as instructors for any institute that may follow in our counties.

Fifth: To the school board of Geneva for providing for our use an elegantly equipped and modern school building up-to-date in all its appliances.

Sixth: To the citizens of Geneva for the hospitality and cordial welcome extended us while in their city.

Seventh: To the lecturers, Dr. Chas. Fordyce, Dr. Beattie, Superintendent Abbott, Mr. Swartz and others for the encouragement and help received from their addresses.

Eighth: To those deserving special mention, Misses Storer and Donisthorpe and the University Glee Club for the excellent entertainment provided us. We commend the University Glee Club to all lovers of high class music.

Ninth: To those who were so kind in furnishing music during our chapel exercises and to Miss Templeton for her faithful work in presiding at the piano.

We respectfully petition the superintendents of the various counties represented that they continue the Union Normal from year to year.

We recommend that copies of these resolutions be sent to the state superintendent, county superintendents, principal, instructors and to the leading papers of the counties represented.

Signed,
CHAS. A. MOHRMAN,
SARA L. DAVEY,
KATHRYN BOYDE,
MARY MARTIN,
JOHN HATZ,
MRS. VOLA LUCE,
LILLIAN D. GREEN,
LUCILE GOWEN,
Committee.

JUNIOR NORMAL SCHOOLS

June 5—August 11, 1905

LOCATION	PRINCIPAL	INSTRUCTORS	LECTURERS AND ENTERTAINERS
Alliance	W. H. Bartz	A. A. Reed, A. H. Staley, Roy W. Eaton, C. S. Jones, Carrie Robertson, J. Q. Zuck	J. E. Vance Cooke
Holdrege	S. H. Thompson	E. E. Magee, R. D. Overholt, H. E. Bradford, L. P. Sornson, Anna Tibbets, Ed M. Short	Frank R. Roberson
McCook	George H. Thomas	C. M. Barr, C. H. Miller, Eva O'Sullivan, H. F. Hooper, Nellie M. Schlee, Jas. O'Connell	Slayton Jubilee Singers
NorthPlatte	O. W. Neale	Jas. E. Delzell, J. C. Orr, S H. Martin, A. Softley, Clara Smith, W. R. Pate	Robert McIntyre
Valentine	R. H. Watson	G. A. Gregory, W. T. Stockdale, J. T. Holmes, C. L. Hopper, Louise E. Jones, Etta Brown	

June 11—August 17, 1906

Alliance	W. H. Bartz	A. A. Reed, C. W. Philpott, R. W. Eaton, L. P. Sornson, Mrs. Leora S. Rustin, Louise E. Jones	Frank R. Roberson
Holdrege	S. H. Thompson	E. E. Magee, H. E. Bradford, R. D. Overholt, C. C. Danforth, P. P. Bentley, F. W. Montgomery, Anna Tibbets	Strickland Gillilan
McCook	George H. Thomas	F. J. Munday, H. F. Hooper, Eva O'Sullivan, C. H. Miller, Jas. O'Connell, Mrs. Sarah Brindley	Dunbar Bell Ringers
N. Platte	Jas. E. Delzell	Paul Goss, A. Softley, C. S. Jones, W. R. Pate, Clyde M. Trotter, Carrie Robertson	
Valentine	R. H. Watson	Fred Hunter, N. B. Van Matre, C. L. Hopper, W. T. Stockdale, Lulu Kortz, Eleanor Lally	

For financial statements and enrollment of students, see pages 28-29, 60-61, Appendix "B."

June 17—August 3, 1907

Alliance	**D. W. Hayes**	**R. W. Eaton,** C. N. Walton, W. R. Pate, **M. Edith Anderson,** I. G. Wilson, **E. Ruth Pyrtle,** MRS. LEORA S. RUSTIN	University of Nebraska Glee Club
Alma	**A. A. Reed**	**R. D. Overholt,** Mrs. Nellie W. Caster, Ed. M. Short, E. E. Larson, **Geo. Crocker,** C. A. Mohrman, J. C. Jensen, **Mrs. Elizabeth Crawford,** P. P. BENTLEY	Chicago Glee Club

JUNIOR NORMAL SCHOOLS

June 17—August 3, 1907

LOCATION	PRINCIPAL	INSTRUCTORS	LECTURERS AND ENTERTAINERS
Broken Bow	**Charles Fordyce**	**J. M. McIndoo,** E. Howe, R. A. Van Orsdel, **J. G. W. Lewis,** Grace Abbott, Alice M. Burley, **Mrs. M. A. Phillips,** H. M. PINCKNEY ...	E. J. Burkett Charlotte Templeton
Geneva ...	**C. W. Taylor**	**A. H. Staley,** E. Clippinger, W. H. Wagner, **E. Gertrude Storer,** W. T. Bottenfield, D. G. Hopkins, **Louise Donisthorpe, Nellie May Schlee,** HENRY VAUCK.....	O. J. Kern
McCook....	GEO. H. THOMAS	**G. A. Gregory, Jas. O'Connell,** Julia Bednar, Thos. Scott, C. W. McMichael, A. F. Gulliver, **Mrs. Sarah Brindley, Flora B. Quick, Mrs. Margaret E. West**	Geo. L. Sheldon J. L. Root
N. Platte...	**J. A. Beattie**	**Paul Goss.** C. M. Barr, **Wilson Tout.** A. Softley, P. M. Whitehead, E. S. Cowan, **Elizabeth Sheehan,** C. M. TROTTER	E. L. King C. H. Aldrich
O'Neill.....	**H. K. Wolfe**	N. C. Abbott, **J. G. Mote,** O. R. Bowen, G. M. Hopkins, John Scheie, C. E. Claus, **Eunice Ensor, Eleanor Lally,** FLORENCE ZINK	W. R. Patrick A. J. Jenison
Valentine..	A. H. Waterhouse	**Fred Hunter, J. A. Doremus,** C. L. Hopper, Florence N. Johnston, **Kate E. Driscoll,** LULU KORTZ, **W. T. Stockdale**.....	

NOTE—Names printed in capitals are conductors and names printed in black face type are instructors in the institutes for the counties in which the Junior Normal Schools are located. The institute week is the last week of the Junior Normal School, July 29 to August 3. Hayes and Hitchcock counties unite at McCook with Red Willow county in a union normal institute.

HISTORY OF JUNIOR NORMALS.

Junior normal schools were first established in Nebraska by the legislature of 1903. This law provided for five schools, three of which were located by the legislature at Alliance, McCook, and Valentine, and two of which were to be located by the state superintendent. These two schools were located at Holdrege and North Platte by State Superintendent Wm. K. Fowler before the location of the state normal school at Kearney by the board of education of the state normal schools. The appropriation of the legislature of 1903 for the maintenance of the junior normals was $12,000. During the first biennium for these schools all of this appropriation was expended and in addition thereto over $6,000 was contributed for their maintenance by the patriotic people of Alliance, Holdrege, McCook, North Platte, and Valentine, and the counties in the territory of these schools. In addition to this donation, these towns placed at the disposal of the state their school buildings and grounds, books and apparatus, which in the aggregate represent over $175,000 in school property.

In December, 1904, Superintendent Fowler recommended to the legislature of 1905 that an appropriation of $18,000 be made for these schools during their second biennium. The governor and the state auditor in that year presumed to have the right to pass upon this estimate and scaled it down to $12,000, but the legislature of 1905 raised the appropriation to $15,000. This appropriation was all expended during that biennium and in addition thereto the good people of Alliance, Holdrege, McCook, North Platte, and Valentine again contributed over $7,500 for the maintenance of these schools.

The first junior normal law made the term ten weeks. The law as amended in 1907 makes the term not less than six nor more than eight weeks. The length of term at these schools for 1907 will be seven weeks. This gives the teacher a short rest between the closing of her school in the spring and the opening of the junior normal, June 17th. The term will close August 3d. This gives her a month for vacation before the opening of school in September. It is too much to ask teachers to attend a summer school for ten weeks after teaching nine months. Iron will break if too severe a strain is put upon it. The teacher must have some rest and vacation. The new law makes ample provision for this.

The junior normal law as amended by the legislature of 1907 provides for eight junior normals, three of which were located by the legislature at Alliance, McCook, and Valentine. This left five to be located by the state superintendent. March 30, 1907, applications for a junior normal school had been received from the following places: Albion, Alliance, Alma, Broken Bow, Central City, Geneva, Holdrege, McCook, North Platte, O'Neill, Ord, South Sioux City, and Valentine. On that date we made the following announcement: "No application for a junior normal school will be considered if received at this office after

April 15." Up to that date no additional applications were received, and on April 15 we proceeded to a careful consideration of the applications of all the aforesaid towns. After due deliberation, we decided to locate the five junior normals at our disposal at Alma, Broken Bow, Geneva, North Platte, and O'Neill, provided that these towns would meet the legal requirements. About April 23d we received an application from Superintendent Perdue with a strong endorsement by Senator Randall for a junior normal school in Madison.

Alliance, Alma, Broken Bow, Geneva, McCook, North Platte, O'Neill, and Valentine having met all legal requirements, in accordance with the authority vested in us, junior normal schools have been located at these places for the year 1907. It will be observed by the junior normal law, as amended, that the state superintendent may change the location of a junior normal school in any year for reasonable cause.

It is not necessary here for us to enter into a discussion of all the reasons which prompted us to locate these schools as we did. It may not be out of place to give some of the reasons.

There was not sufficient patronage apparent from counties adjoining Boone to locate a junior normal at Albion. Alma was selected instead of Holdrege on account of the latter being so near the new state normal school at Kearney. Central City is the seat of the Nebraska Central College, a church school, under the management of The Friends. Then, too, Central City is only 64 miles by rail on the main line of the Union Pacific from Kearney, the seat of the new state normal school. At Ord there was not sufficient sentiment in surrounding counties, on account of private summer schools at Spalding and St. Paul in adjoining counties, to warrant locating a junior normal there. The Nebraska Normal College at Wayne offers ample opportunities for teachers in northeastern Nebraska, and we did not deem it wise to locate a junior normal at South Sioux City, just across the river from Sioux City, Iowa. Madison's application came in after we had practically decided upon other places. Madison is only 45 miles by rail from Wayne.

At each place where we have located a junior normal school we have letters on file from the county superintendents in the neighboring counties pledging a hearty support and co-operation to make these schools a success. At each of the other places making application for a junior normal school there was no expressed sentiment in behalf of any of them from any county superintendent in a neighboring county. We realize that the responsibility placed upon us in the location of these schools will bring with it some criticism, no matter where we were to locate them. We stated frankly to every member of the legislature who conferred with us on the location of these schools that we would much prefer that their location be made by the legislature, but the legislature placed the responsibility upon us. We have made the location in accordance with our best judgment. We confidently expect

that the success of these schools will vindicate us in the matter of their location. Five of them are north of the Platte river and in the big sixth congressional district; three of them are south of the Platte river, —two in the fifth congressional district, and one in the fourth congressional district. We have endeavored to give the greatest good to the greatest number of teachers who would patronize these schools, giving careful consideration to the location of private, denominational and state schools already established.

Alma is 107 miles by rail from Kearney and teachers going from there to Kearney have to stop over one night at Oxford. There will be a large attendance at Alma from the home county, Harlan, and from the neighboring counties of Franklin, Furnas, Kearney, Phelps, and Webster.

Alliance is the logical educational center of northwestern Nebraska. The junior normal there will give ample opportunity to the teachers of Box Butte county and the neighboring counties of Dawes, Cheyenne, Banner, Kimball, Scotts Bluff, the south half of Sheridan, the north half of Deuel, Grant, and Hooker.

It is 123 miles by rail from Broken Bow to Kearney. Custer county is four times the size of the average county. It requires 260 teachers for its public schools. It is more than twice the size of Rhode Island. It is evident that Custer county alone is entitled to a junior normal school, but there will be teachers in attendance from the counties of Logan, Thomas, Blaine, Loup, Garfield, Valley, and Sherman.

The success of the union normal institute at Geneva last year is sufficient reason for a junior normal there this year. There were 450 teachers in attendance at the union normal there for six weeks last summer. There will be a large attendance from the home county of Fillmore, and the neighboring counties of Clay, Jefferson, Nuckolls, Saline, and Thayer. Geneva is about midway between the two state normal schools at Peru and Kearney, and will accommodate a great number of teachers in the south central half of the state.

McCook is the unquestioned educational center for southwestern Nebraska. There will be a large attendance of teachers from the home county of Red Willow, and from the neighboring counties of Frontier, Furnas, Gosper, Hayes, Hitchcock, Chase, and Dundy, with Hayes and Hitchcock uniting under the union normal institute law. This will be a great school.

North Platte is the county seat of Lincoln county, which is four times the size of the average county in the eastern half of the state. At North Platte there will be a loyal patronage from the home county of Lincoln, with a good attendance from the neighboring counties of Keith, Perkins, Dawson, McPherson, Logan, and the south half of Deuel. There was a strong plea made in behalf of North Platte from neighboring counties.

O'Neill, the county seat of Holt county, which is the fourth county in size in the state, will have a large attendance from its teachers, over 200 in number, with a good patronage from the neighboring counties of Antelope, Boyd, Keya Paha, Rock, Pierce, and the north half of Garfield and Wheeler. Several county superintendents entered a plea in behalf of a junior normal school at O'Neill.

Valentine, the county seat of Cherry county,—a county four and one-half times the size of Rhode Island,—has been one of the most successful junior normal schools since their establishment. There will be a large delegation of teachers from Brown and Sheridan counties in attendance at Valentine, and a loyal patronage from the home county, Cherry.

State Superintendent Wm. K. Fowler wrote the first junior normal law, which was introduced into the legislature of 1903 by the Honorable David Hanna, a representative from Cherry county. To Superintendent Fowler belongs the honor of the junior normal school idea. To the Honorable David Hanna belongs the honor of enacting it into law. Among the true friends of the junior normal schools in the legislature of 1905, special mention should be made of Representatives Currie of Dawes, McAllister of Deuel, Perry of Furnas, Horton of Keya Paha, Luce of Harlan, Gliem of Red Willow, and Douglas of Rock.

The junior normal law, as amended by the legislature of 1907, was introduced in the Senate as Senate File No. 232, by Senators Hanna of Cherry and Phillips of Holt. It was simultaneously introduced in the House as House Roll No. 193, by Representatives Gliem of Red Willow, Green of Holt, Logsdon of Fillmore, Henry of Holt, Snyder of Harlan, and Wilson of Custer. The Senate, being composed of thirty-three members, worked more rapidly and the bill was passed there first. When H. R. No. 193 came up for consideration in the House, S. F. No. 232 was substituted therefor. This gives Senator Hanna the honor of being connected with the authorship of both the junior normal laws. All these members of the legislature of 1907 worked in season and out of season for the junior normal cause. Great praise is due them, individually and collectively, for the success which crowned their efforts.

The legislature of 1907 appropriated only $15,000 for the maintenance of these schools for the ensuing biennium, but as the new law requires the county in which a junior normal school is located to give three-fourths of its institute fund to the support of a junior normal school, we shall have an appropriation of about $20,000 for the biennium. This with the local patronage and the enrollment fee for the lecture and musical course will give us about $25,000 for the biennium.

The average number of persons in the faculties of these schools for the past four years has been seven. The average number of persons for each faculty during the next two years will be nine. Character, scholarship and fitness for the particular work to be done has been the sole criterion in the selection of these faculties. Politics and

church have been disregarded. Superintendent Softley, our opponent two years ago, was a member of the junior normal faculty during the past two years under our appointment at North Platte. Superintendent R. H. Watson, our opponent in the last campaign, served as the principal of the Valentine junior normal school under Superintendent Fowler's last administration, and Mr. Watson held the same position during the last two years under our appointment. We tendered each of these gentlemen positions in the junior normal faculties again this year, and we are pleased to announce that Superintendent Softley could accept, but regret that Superintendent Watson could not.

During the past four years, the enrollment in the five junior normal schools reached nearly 4,000 teachers. Never did the state do so much good with $27,000 in the training of its teachers or any other field. We were surprised to find that some members of the legislature, on their first consideration, thought that it meant the erection of normal school buildings in which to hold these summer terms. A careful reading of the law shows that no junior normal school can be established at any place unless the board of education gives the free use of its school buildings, apparatus, and all equipment to such school. This means that the school districts of Alliance, Alma, Broken Bow, Geneva, McCook, North Platte, O'Neill, and Valentine will place at the free disposal of the state for the work of these schools, at least $250,000 in buildings, books, and apparatus.

Some ask, "Why do we need these junior normal schools when we have two state normal schools, two private normals, and private colleges and universities giving normal training for teachers?" The state normals and these private schools are now crowded to their utmost capacity. President Crabtree had to telegraph several county superintendents last summer not to send any more teachers to Peru. The state normal school at Kearney had all it could properly care for. The same was true of the Fremont normal college and the Nebraska normal college at Wayne. There is an imperative need for these eight junior normal schools.

The state never had a more economical way for training its teachers. We shall have nearly 2,000 teachers enrolled in these eight junior normal schools this summer. Many county superintendents have testified to the better work accomplished by their schools as a result of the professional training given their teachers in the junior normals. The hearty support given these schools by county superintendents, the attendance on the part of teachers, the liberal patronage and the generous donations from each place where junior normals have been located, the excellent services rendered the state by the principals and instructors, the heroic efforts put forth by the teachers themselves make a record full of credit and honor.

COURSE OF STUDY.

(See Sec. 23, Subd. XIII, S. L. 1907.)

The course of study will comprise all subjects required for first, second and third grade county certificates. Classes will also be organized for those who desire to work on subjects required for the professional life certificate.

Outline of Instruction.

Agriculture.—1. Field crops: Historical data. Geographical distribution. A study of seed selection, adaptation to soil and climate, planting, cultivation, harvesting, storing and commercial utility of the most common grains, with special attention to corn, wheat, alfalfa, potatoes and sugar beets as adapted to Nebraska. 2. Garden and orchard crops: Propagation of plants; storing and testing seed; cold frames, and hot beds; transplanting trees, and plants; tillage, mulching, wind breaks; plans for arrangement of garden and orchard; pruning; insecticides; protection against frost and freezing; common orchard and gardening crops in Nebraska. 3. Soils: Origin and composition, management, plowing, cultivation, conservation of moisture, air in the soil, soil water; crop rotations; effect of grass crops; fertilization; the Campbell's soil culture system. 4. Farm Animals: Characteristics and adaptation of each to the most common breeds of horses, cattle, swine, sheep and poultry; distribution of breeds in Nebraska; relation of animals to industry and to the farm; feeding and care of animals. 5. Milk and its Products: Composition and properties; the care and the contamination of dairy products; by-products of the dairy; commercial value; operation of the cream separator as compared with the gravity system; principles in profitable dairying; the dairy industry in Nebraska. 6. Birds and insects of the farm and garden; pests, their control or extermination. 7. Atmospheric conditions affecting the farm. 8. School gardening; home and school gardening as related to the school. 9. The relation of agriculture to the social and industrial life of the state.

The work in agriculture will be based principally on Kern's "Among Country Schools," and Bessey, Bruner and Swezey's "The New Elementary Agriculture."

Algebra I.—To simple equations, with introduction thereto.

Algebra II.—Review factoring, and begin the advance with simple equations, going into a full treatment of equations.

Arithmetic, Mental.—1. Written solution of problems comprising principles of analysis. 2. Drills in rapid calculation.

Arithmetic, Written.—1. Notations and the fundamental operations. 2. Multiples and factors, including properties of numbers. 3. Common fractions and their principles. 4. Decimal fractions, their

principles and applications. 5. Denominate numbers, including measurements of length, surface, volume, time, weight and value. 6. Percentage, including interest, taxes, insurance, partial payments, and discount. 7. Proportion and square root.

Bookkeeping.—1. Definitions. 2. Business forms: Practice in writing business letters, bills, notes, receipts, checks, drafts, accounts. 3. Laws governing negotiable and non-negotiable papers. 4. Simple systems of keeping personal accounts. 5. Principles and practice of journalizing; balancing of accounts; the cash book; the bill book. 6. Short practice sets illustrating the use of the daybook, journal, (or daybook-journal) and ledger, test statements, balance sheets and closing of ledgers.

Botany I.—1. Seeds. Take the bean as a type; study it with the aid of such help as Spalding's "Introduction to Botany" or some other equally good outline. Extend the study to Indian corn, commercial nuts, date, sunflower, squash, etc. 2. Seedlings, studying types as given in 1. 3. Roots, using types given in 1 and 2, and adding fleshy roots, turnips, etc., from the market. 4. Stems: shoots of the apple tree, grapevine, maple, etc., also stems of common house plants.

Botany II.—1. Leaves. 2. Flowers. 3. Fruits. 4. A short study of Cryptogams.

Note.—Each student should be provided with a small hand lens, a pair of dissecting needles, a sharp pocket knife, note book, drawing paper, and eraser. The work will be the study of plants, and not text-books about plants. The text, however, is needed for reference. At least one excursion will be made each week to enable students to become familiar with the trees and plants of the vicinity.

Civics.—This course in civil government is intended as an intensive review of the whole field for those who have made some previous study of the subject. Provision is made for thirty lessons. 1. Brief sketch of Nebraska history. 2. United States land survey. 3. Nebraska's different political subdivisions, the various kinds or organization involved, and their uses; general study: (a) school districts, (b) cities and villages, (c) counties, (d) state, using the constitution for analysis, taking up only points not previously brought out. 4. A survey of the United States constitution as a model of an instrument of government, with interpretations. 5. How some things are done, best taken in connection with the class study related most closely to it: (a) Annual school district meeting, the work being exemplified by mock officers chosen for the purpose, (b) Nebraska primary election law, (c) How an election is conducted, (d) The systems of the United States and of Nebraska for raising revenue contrasted, (e) General principles and forms of government discussed.

Composition, English.—1. Technical English — capitalization, punctuation, spelling. 2. Constructive English—description, narra-

tion, reproduction. 3. Interpretative English—hints, effects, emotional words and phrases. 4. Letter writing—letters of business and social nature.

Course of study for rural schools.—This work will be based on the Illinois course of study.

Drawing, elementary.—1. Work as outlined in the Illinois course of study for common schools. 2. Thorough drills in the drawing of type forms and their modifications representing common objects. 3. Practice in drawing from the object. 4. Center of vision, horizon line and receding lines, taught by practice in drawing simple outdoor scenes. 5. Drill in proper positions of pencil and paper, drawing lines and figures, shading, grouping of objects, and producing proper effects. 6. Drawing as applied in teaching other branches.

Note.—Avoid the use of the ruler in all freehand work.

Geography.—1. Definitions, general and specific. 2. Mathematical geography—distances and dimensions, latitude and longitude; circles, zones, etc.; time, and its relation to longitude. 3. Surface, soil, climate, land and water divisions, winds, waves, tides and currents, relief forms (physical geography.) 4. Political geography—countries, governments. 5. The races (Ethnological)—location, characteristics, occupations. 6. Commercial geography — products, agricultural, mineral, manufacturing, etc.; commerce, domestic and foreign; imports and exports; agencies of commerce, such as railroads, canals, rivers, and the high seas. 7. Home geography—to include a special study of Nebraska. 8. State geography based on Condra's "Geography of Nebraska."

Geometry I.—1. Definitions, axioms, postulates, symbols, and abbreviations. 2. Rectilinear figures. 3. Circles.

Geometry II.—1. Proportions and similarity. 2. Rectilinear areas. 3. Measurement of circles. 4. Problems of locus.

Grammar, English.—1. Definitions and classification of the parts of speech. 2. Inflection—conjugation, declension, etc. 3. Phrases and clauses, to include a study of their rank and structure, also expansion and contraction. 4. The sentence—analysis, classification, structure, use, diagraming, written analysis, and parsing. 5. The sentence—constructive English, interpretative English. 6. Verbals—use and disposition of participles and infinitives. 7. Letter writing—letters of business and social nature.

History, United States.—1. Discovery and exploration. 2. Colonial period. 3. Revolutionary period. 4. Founding of the government. 5. Slavery agitation and the Civil War. 6. Recent history and current events. 7. American biography from Columbus to Roosevelt. 8. Current events based on "The Little Chronicle."

Music.—A class will be formed for the study of the rudiments of vocal music. Drill in chorus singing will be given at the chapel hour.

Orthography.—1. Diacritical markings; syllabication and accent; synonyms, antonyms, homonyms; word analysis—derivation, prefixes, suffixes. 2. Drills in spelling.

Penmanship.—1. Systems of penmanship. 2. Methods of teaching. 3. Drill in writing.

Physics I.—Definitions. 2. Force (Dynamics—molar and molecular.) 3. Work and energy. 4. Machines and mechanical principles.

Physics II.—1. Light and its phenomena. 2. Heat (Thermometry.) 3. Sound. 4. Electricity.

Note.—The instructor will use freely all apparatus at his command, making the study experimental so far as practicable. The experiments will be followed by a clear discussion and enforcement of the principles illustrated. Mere memory work and sheer manipulation of apparatus will be equally avoided.

Physiology and Hygiene.—1. Skeleton. 2. Muscles. 3. Food and drink. 4. Digestion and assimilation. 5. Blood and circulation. 6. Nervous system. 7. Special senses. 8. Skin and its modifications. 9. Simple matters of everyday health. 10. Alcoholic drinks and other stimulants and narcotics, with special reference to their effects upon the human system.

Reading and Literature.—1. Mechanics of reading, with oral drills. 2. Study of best American writers. 3. Discussions of latest and best text-books in reading. 4. Interpretative and appreciative study of selected masterpieces.

The work on reading will be based on Sherman and Reed's "Essentials of Teaching Reading."

Theory and Art.—The work will be based on White's "Pedagogy" and White's "School Management." In addition to the regular class room work, the principal will give three chapel talks each week on the theory and art of teaching.

Other subjects.—Classes will be organized for the study of one or more of the life certificate subjects, such as English literature, psychology, rhetoric, and physical geography, where the number desiring such study is sufficiently large to warrant forming a class. For special work to be planned in advance of the opening of the school, address the principal of the school where you expect to attend.

ENTRANCE REQUIREMENTS.

The minimum entrance requirements for admission to the state junior normal schools shall be a teacher's certificate, or a certificate from a county superintendent that the applicant has completed the eighth grade course of study, or a certificate from a city superintendent or high school principal for admission to the high school, or the presentation of evidence of other equivalent academic work.

ENROLLMENT AND FEE.

The maximum amount of work a student may take shall be four full subjects (with forty minutes recitation), and in addition any two of the following drill subjects: Drawing, music, course of study for rural schools, reading circle work, or other subject not requiring study outside of the recitation period.

Tuition is free, but an enrollment and incidental fee of $2.00 will be charged each student. This will entitle the student to a season lecture course ticket free of charge. Those who enroll for the institute will be charged an institute fee of $1.00, and will be entitled to a free ticket to whatever number of the lecture course may be given that week. The aforesaid fees do not entitle one to the rights of an examination for a teacher's certificate. The examination fee for a teacher's certificate is $1.50 as provided by law. No examination fee will be charged for the junior normal school examination for junior normal credit.

JUNIOR NORMAL EXAMINATION AND CREDITS.

The junior normal school examination for credit at the state normal schools and at schools authorized to grant teachers' certificates will be held the last two days of the normal school, August 2 and 3. A uniform set of questions based on the junior normal course of study will be submitted at all schools for the examination of students desiring junior normal credits. The answer papers will be examined, graded and reported back to the respective junior normal school principals by the state board of examiners for county certificates.

In determining the final junior normal credit for six weeks' attendance, the final examination grade as given by the state board of examiners shall be counted as one-third; the class instructor's daily markings and occasional tests, averaged, shall be counted as one-third; and the class instructor's judgment of the worthfulness of the student-teacher's endeavors and capacity to instruct shall be counted as one-third.

Before a student is entitled to a junior normal credit in any subject he must pass with an average of at least 70 per cent. in these three points, and must be in attendance upon instruction in that subject for at least thirty days.

ELEMENTARY STATE CERTIFICATES.

A student who has been in attendance at a junior normal school four sessions of not less than six weeks each may be granted an elementary state certificate upon the completion of the entrance requirements as provided by law at the state normal schools, and the completion of the junior normal training course together with reviews of branches included in the entrance requirements. In case the en-

trance requirement subjects are taken at the junior normal school, additional time will be required for graduation. The grades in all of the subjects of both entrance requirements and junior normal training course shall appear upon the certificate.

Those who have attended junior normal schools heretofore, but have not had the full twenty-four weeks' attendance, must attend at least six weeks this year in order to be entitled to the elementary state certificate.

ENTRANCE REQUIREMENTS FOR STATE NORMAL SCHOOLS.

	Credit Points.		Credit Points.
English	4	*Ancient History	2
Algebra	2	*Or Greek History	1
Bookkeeping	1	Roman History	1
Plane Geometry	2	Physical Geography	1
Med. and Mod. History	1	Agriculture	1
Civics	1	Botany	1

A "credit point" means the work of five recitations a week, of not less than forty minutes each, for at least eighteen weeks.

JUNIOR NORMAL TRAINING COURSE.

Arithmetic	Music
Physics	Physiology
U. S. History	Geography
Theory and Art	Reading
Music	Methods
Grammar	

NEBRASKA'S
FREE TEXT-BOOK LAW

NEBRASKA'S FREE TEXT-BOOK LAW.

The act of 1891, entitled "An act to provide cheaper text-books, and for district ownership of the same," reads as follows:

Section 1 [4885*].—**Purchase of books by board.**—District school boards and boards of trustees of high school districts, and boards of education in cities of the first and second class, are hereby empowered and it is made their duty to purchase all text-books necessary for the schools of such district; and they are further authorized to enter into contract, as hereinafter provided, with the publishers of such books for a term of years, not to exceed five (5); **Provided,** That the contract prices of such books shall not exceed the lowest price then granted to any dealer, state, county, township, school district, or other individual or corporation in the United States, to be determined as hereinafter provided; And provided further, That such contract shall guarantee to such districts any further reduction that may be granted elsewhere during the life of such contract.

Sec. 2 [4886].—**Bond of publisher.**—Before any publisher of school books shall be permitted to enter into contract with any school district under the provisions of this act, he shall file with the state superintendent of public instruction, to be approved by him, a good and sufficient bond in the sum of two thousand ($2,000) to twenty thousand ($20,000) dollars for the faithful performance of the conditions of such contracts, and the observance of the requirements of this act; and such publisher shall also file with the state superintendent of public instruction a sworn statement of the lowest prices for which his series of text-books are sold anywhere in the United States; and a failure to file such bond and sworn statement of prices shall be a good and valid defense on the part of the district against payment for any books that may be sold by such publisher prior to the date of filing such bond and sworn statement of prices; and all such contracts to which such publisher is a party made subsequent to the passage of this act and prior to filing such bond and sworn statement of prices shall be null and void.

Sec. 3 [4887].—**Payment for books.**—For the purpose of paying for school books, the school district officers may draw an order on the county or township treasurer for the amount of school books ordered.

Sec. 4 [4888].—**Same.**—The county or township treasurer shall pay orders, drawn by school district officers, for the purchase of school books, out of any funds in his hands belonging to the district, except the money received from that derived from the teachers' fund.

Sec. 5 [4889].—**School book trusts.**—Any contract entered into under the provisions of this act with any publisher who shall hereafter

*Numbers in brackets refer to section numbers in the compiled Statutes of Nebraska, 1901.

become a party to any combination or trust for the purpose of raising the price of school text-books shall, at the wish of the school board of the district using such books, become null and void.

Sec. 6 [4890].—**Price lists.**—The state superintendent of public instruction shall, within thirty (30) days after the filing of the hereinbefore mentioned sworn statement of prices of text-books, have the same printed and forward a sufficient number of certified copies of the same to each of the county superintendents of the state to furnish all the school districts of such county with one copy each; and the county superintendent shall, immediately after receiving said certified copies of prices of books, send or deliver one of such certified copies to the director or secretary of each school district or board of education in such county, to be filed as a part of the records of such district; and he shall also file one of said certified copies of prices in his office as a part of the records of said office.

Sec. 7 [4891].—**Contract, form of.**—It shall be the duty of the state superintendent of public instruction to prepare and have printed a form of contract between district boards and publishers of school books, and to furnish the same, through the county superintendent, to the several district boards of the state; and no other form of contract shall be used by such district boards and publishers in carrying out the provisions of this act.

Sec. 8 [4892].—**Violation of contract.**—Upon the filing of a written complaint with the state superintendent of public instruction by the officers of any district board, charging any publisher with violating the conditions of such contract as hereinbefore mentioned, the attorney general is hereby instructed, and it shall be his duty, to investigate the same, and if he finds probable cause for action he shall immediately begin proceedings in the name of the state to enforce the liability on the bond hereinbefore mentioned.

Sec. 9 [4893].—**Property in books.**—All books purchased by district boards, as hereinbefore mentioned, shall be held as the property of the district, and loaned to the pupils of the school while pursuing a course of study therein free of charge; but the district boards shall hold such pupils responsible for any damage to, loss of, or failure to return such books at the time and to the person that may be designated by the board of such district.

Sec. 10 [4894].—**Supplies.**—The provisions of this act shall include all school supplies; Provided, That nothing in this act shall be construed to prohibit any pupil or parent from purchasing from the board such books as may be necessary, at cost to the district; Provided, further, That the board may designate some local dealer to handle books for the district with such an increase above contract price, to pay cost of transportation and handling, as may be agreed upon between said board and said dealer.

FROM SUPT. H. R. CORBETT'S REPORT.

In the Fourteenth Biennial Report of the State Superintendent of Public Instruction to the Governor of Nebraska (1895-6), Supt. H. R. Corbett gives the result of a special investigation of the results and popularity of the Free Text-book Law. I give herewith a few of the questions submitted by him to the county and city superintendents, principals, and country school teachers, and the replies received thereto. In some cases I include comments made by Supt. Corbett in his report.

Is the average condition and care of books better or worse than it was in the same schools under individual ownership? Of the 164 answers received, eighty-six indicate "better," thirty-five "worse," and forty-three indicate no difference.

Does the free text-book system lead to any increase in school enrollment? Of the 172 answers, 129 say "yes," thirty-seven "no," and six are doubtful.

Does it promote regular attendance? Of the 161 answers,, eighty-nine answer "yes," fifty-eight "no," and fourteen are doubtful.

Is there any marked decrease in the entire cost of books to the community as a whole? Of the 168 answers, 128 are "yes,' thirty-three "no" and seven doubtful.

Do school boards as a rule furnish books more promptly and in sufficient quantities? Is the supply more full and prompt and satisfactory than when pupils furnished the books? Of the 176 answers, 161 are "yes," twelve are "no,' and three are doubtful.

What means are employed for securing good care of books? Among the significant answers to this question are the following: "Regular inspections, books being inspected and their condition being recorded by the teacher." (This is one of the most effective means, and if systematically done requires but very little time.) "Books numbered and charged to pupils in text-book register." "Tact and care on the part of the teacher." (This suggestion gives the key to the situation.) "Pupils required to purchase books lost or carelessly injured." (A requirement eminently proper under the law.) "The covering of books." (A fresh new paper cover at the beginning of the term will go a long ways toward making the books uniform and attractive.) "Careful use of bookcases." "Care insisted upon by the school boards." "Talks to teachers in institutes and associations." "Circular to teachers."

In conclusion, Supt. Corbett says:

"I have taken pains in compiling the answers received to report favorable and unfavorable replies with equal fairness. My desire has been to enable the reader of this summary to gain from it in brief compass an accurate idea of the esteem in which the law is held by the school people of the state.

"These are its advantages, briefly stated: it is a logical sequence to the free school idea, diminishing still further the barrier between rich and poor, removing an obstacle which stands in the way of attendance of the very class the common schools are chiefly designed to reach; it reduces largely the cost of books to the community as a whole; it enables the management of the school to secure a more satisfactory and seasonable supply of books and materials; when properly administered, it freely permits the use of books which are needed for study at home and helps the teacher to inculcate habits of neatness and care in the use of books.

"The chief objections to the system come from two sources: (1) from those who oppose all taxation for school purposes; (2) from places where carelessness in the administration of the law has resulted in unnecessary destruction of the books, and in careless habits on the part of the pupils.

"I consider it safe to affirm that wherever proper attention has been paid to the administration of the law, the results have been highly gratifying to school authorities, teachers and patrons. It is furthermore safe to assume that having once come to understand the advantages of this logical extension of the free school idea, the people of Nebraska will not willingly go back to the system formerly in use."

FROM SUPT. W. R. JACKSON'S REPORT.

In the Fifteenth Biennial Report (1897-8), Supt. W. R. Jackson gives the result of his inquiries and observations as follows:

The free text-book law has been in operation in this state since 1891. Of the 6,703 school districts in Nebraska, 5,775 own and furnish text-books to the pupils free of cost. In many districts it is mutually agreed among the patrons of the school not to take advantage of the provisions of the law. While all within the district are satisfied with this plan, they may, of course, furnish the books individually, or the district may plan to secure books at contract price and sell to pupils at cost but if anyone living within the district demands free text-books for his children who attend school, the law not only "empowers" the school board to furnish them, but makes it "their duty to purchase all text-books necessary for the schools of such districts."

One of the features which commends our present law to the favorable consideration of the taxpayers is the provision regulating the cost of the books, as follows: "That the contract prices of such books shall not exceed the lowest price then granted to any dealer, state, county, township, school district, or other individual or corporation in the United States, to be determined as hereinafter provided; and provided further, that such contract shall guarantee to such districts any further reduction that may be granted elsewhere during the life of such contract." It will be seen by the above extract that school districts in this state, regardless of size or financial ability, may obtain text-books on as favorable terms as the largest and most influential district or corporation in the United States.

Another strong feature may be noted. The law does not restrict the district to purchasing books from one firm or company. This gives great latitude in the selection of books and is a very desirable feature.

The law as a whole is a good one, perhaps one of the best found in any state, and scarcely needs any amendments. About twenty of the leading book companies of the United States have filed bonds, together with sworn statements of their lowest contract prices for books. Some districts have contracts with five or six of these companies and thus are able to select the best books put out by each company.

The advantages and arguments in favor of free text-books may be summed up in the following:

1. They increase the school attendance.

2. They save time in the organization of the school.

3. They secure complete uniformity of text-books within the school.

4. They enable teachers to control better the organization and administration of the school.

5. They spread a richer course before pupils in the lower grades.

6. They will render more frequent changes possible.

7. They are much cheaper to the community.

Reports having reached this office that our present free text-book law is not giving satisfaction, it was thought expedient to canvass the views of the people generally throughout the state for the purpose of ascertaining the exact status of this matter, thus enabling me to recommend such measures for the consideration of the legislature as might be best for the educational interests of the state. For this purpose the following questions were submitted to school officers, principals, and superintendents throughout the state.

1. In your judgment, has this law had the effect of improving the school work in your community?

2. Are the people of your community satisfied with it?

3. Has it, in your judgment, had the effect of reducing the cost of school books?

4. Would you favor a change in the law? If so, in what respect?

5. Would you favor a repeal of the law altogether and a return to the old plan of the individual purchase; that is, where the pupils purchase the books themselves?

6. Additional remarks and suggestions.

I have received replies from over 3,000 persons. Of this number, only five out of 132 town and city superintendents favor a repeal of the present law. But one or two county superintendents are opposed to the law as it stands, and a vast majority of school officers reporting

for their districts say they are in favor of the present law. Eighty per cent. of the school officers answer the first question in the affirmative; 83 per cent. are satisfied with present conditions; 76 per cent. inform me that the present law results in a reduction of the cost of books; 28 per cent. favor some change in the law, but the changes proposed are almost as numerous as the persons suggesting them, many suggesting points already covered by the law; while 18 per cent. favor a repeal of the law altogether, the reason given by the major portion is "that individual ownership would result in better care of books." Under "additional remarks and suggestions," the statements made would indicate that in some districts too little pains is taken in the care of text-books; while on the whole these remarks would indicate that the present law is about as satisfactory as it would be possible to make it.

At the end of another two years, in the Sixteenth Biennial Report (1899-1900), Supt. Jackson says, relative to the free text-book law:

The law enacted in 1891 providing that the text-books for use in the public schools of the state shall be furnished free to the pupils is still in force and effect. It has not been modified in any way.

The purpose of the law is to secure to the people of each district the widest latitude in the management of their schools. The object of the law in authorizing the school districts to contract for the needed text-books was two-fold. 1st, to insure to the district the right to purchase the books at the very lowest wholesale rates offered on such books anywhere in the United States, thus securing to the district the benefit of universal competition throughout the country, and 2d, to protect the people of the district against the expense incident to too frequent changes.

Preparatory to entering into a contract under the law, the publishers must first have filed with the State Superintendent of Public Instruction a sworn statement of their lowest wholesale prices of books, and must be willing to execute a bond for the protection of school districts contracting for the same. By this provision of the law, each district secures not only the benefit of competition in this state, but in all other states where the said publisher's books are used. The protection of the people of a district against too frequent changes in text-books is sought to be secured by the provision in the law authorizing school boards to enter into contracts with publishers for their books for a term of years.

I might add that experience has shown that teachers moving from one district to another frequently feel it incumbent upon them to discard some of the books in use for others of the same kind but of different authorship. This disposition often exists where there is a large supply of the text it is proposed to throw out in good condition; and where the change is made, under such circumstances particularly, it results in large expense to the people of the district. The correct procedure for any school board, in my opinion, is to exercise discrim-

inating care in making its first selection of books; being solicitous to get the best that the market affords at the lowest obtainable price, then to keep its teachers informed from year to year as to the names of the books selected in the different grades, so that when handing in their requisition to the school officer charged with keeping up the supplies, none but the regularly adopted books will be called for. Of course, this suggestion is not intended to apply where new studies are added to the course, or where the books in use need to be supplemented in the judgment of the teacher, acting with the board, in order to secure the best results.

STATUTE, DECISIONS OF THE SUPREME COURT, OFFICIAL DECISIONS.

Damage to.—If any person shall wilfully and maliciously injure or deface any church edifice, schoolhouse, dwelling house, or other building, its fixtures, or books, or appurtenances, or shall commit any nuisance therein, or shall purposely and maliciously commit any trespass upon the enclosed grounds attached thereto, or any fixtures placed thereon, or any enclosure or sidewalk about the same, such person shall be fined in any sum not exceeding one hundred dollars.—Section 111, Chapter XIV, Criminal Code, Compiled Statutes of Nebraska for 1901.

Must Furnish.—Subdivision 18 of the School Laws is mandatory, and it is not within the authority of the annual district meeting to vote not to furnish text-books; and under this law any patron of the district, by the proper legal proceedings, could compel the district board to furnish his children, pupils in the school, the necessary text-books, notwithstanding any action or failure to act on the part of the district meeting. Some patron of the district should apply to the district court in behalf of the district for a writ of mandamus to compel the board to furnish to the children of the district the necessary text-books. See the case of Ambrose Affholder et. al. v. State of Nebraska ex. rel. Peter McMullen, 51 Neb. 91. In this case, in the district court of Burt county, Peter McMullen made application for a peremptory writ of mandamus to compel Ambrose Affholder and others constituting the school board of district No. 58 of said county to purchase and furnish to the children of school age of said district the necessary text-books in accordance with the free text-book law. An alternative writ was issued, and for a return thereto the school board interposed the defense that said act was unconstitutional. The writ was issued as prayed, and the school board appealed the case to the supreme court. The supreme court sustained the district court. A writ of mandamus will not issue where it is not within the power of the respondent lawfully to comply, or where it would otherwise be unavailing. 46 Neb. 857.

Funds for purchase.—Text-books may be paid for out of any funds on hand belonging to the general fund, to the incidental fund, or to a fund especially provided for this purpose.

Includes supplies.—In passing upon the constitutionality of the free text-book law, in discussing the word "supplies" the following language is used by the judge rendering the decision: "We do not think the term 'text-books' should be given a technical meaning, but that it is comprehensive enough and does include globes, maps, charts, pens, ink, paper, etc., and all other apparatus and appliances which are proper to be used in the school in instructing the youth, and we conclude, therefore, that the act under consideration is not broader than its title, and the term 'school supplies' found in the tenth section of the act is not foreign to the term 'text-books' found in the title of the act, but is germane to and comprehended and included within the term 'text-books.' "

Loaning books.—The law provides that text-books shall be loaned to pupils while pursuing a course of study in the schools. It is the duty of the board of education to place books at the disposal of pupils who need to study in the evenings. If, however, in the judgment of the teacher and the board, pupils of certain classes cannot study profitably outside of school hours, it is proper to place reasonable restrictions upon the use of books at home by such pupils or classes. It is not within the authority of the school board to loan text-books, which are the property of the district, to be used in schools held outside the district.

Pupils responsible for.—Section 9, subdivision 18 of the School Laws, provides that all books purchased by the district board shall be held as the property of the district and loaned to pupils of the school while pursuing a course of study therein, free of charge; but the district board shall hold such pupils responsible for any damage to, loss of, or failure to return such books at the time and to the person that may be designated by the board of such district.

FROM SUPT. W. K. FOWLER'S REPORT.

A bill was introduced into the legislature of 1903 to repeal the free text-book law. After a brief discussion in a committee the bill was reported for indefinite postponement. Experience proves that, where proper care is exercised by the school board and the teacher, this law is popular and satisfactory; but it becomes a detriment and a nuisance whenever pupils carelessly soil, mark, deface, or destroy the books. See that teachers appeal to the pride of their pupils; that they insist on habits of neatness and cleanliness; that they make a regular inspection of books at least once a month—no other agency is more effective than a regular book inspection. Teachers should also hold pupils responsible for preserving and returning books in good condition, by a proper use of the permanent text-book record. School boards should furnish each schoolroom with a bookcase. We urge upon school officers the importance of furnishing their schools with up-to-date text-books. You should no more expect pupils and

teachers to work with text-books that are behind the times than you should think of throwing aside the self-binder and check-rower to return to the implements used by your fathers. Modern text-books are as necessary as modern farming implements.

Relative to the difference in cost of text-books when purchased by parents individually and by the district as a whole, I will say that under normal conditions the average cost per child (including children from the kindergarten to the end of the high school course) for books when purchased by the individual parent would not be less than two dollars per year. Figuring on the enrollment in the schools of the state for the past five years and the amount expended for text-books and pupils' supplies for the same time, an average of sixty-four cents per child per year is the cost under the plan of district purchase.

The number of districts in the state is 6666; the number of districts furnishing free text-books is 6066. The 600 districts not now furnishing free text-books could be compelled to do so upon complaint by any one tax payer in each of said districts, provided it is within the power of the district to furnish said books.

PRESENT STATUS.

A bill was introduced into the legislature of 1907 to amend this law by making the purchase of text-books by school districts optional rather than mandatory. The vote in the House of Representatives was very decisive against this measure, only one member voting for the proposed amendment. The following letter to the members of the House of Representatives is self- explanatory:

Lincoln, Nebraska, March 14, 1907.

To the Members of the House of Representatives:

Gentlemen:—The last session of the Nebraska State Teachers' Association appointed a Committee on School Legislation to present to your honorable body the consensus of the opinion of the school people of the state on all matters of school legislation. This committee consists of one member from each congressional district and three members at large. The committee is as follows:

Members at Large.

Luther P. Ludden, D. D., Lincoln, secretary board of education of the state normal schools;

W. L. Stephens, superintendent Lincoln city schools and president State Teachers' Association;

Florence Zink, superintendent for Holt county.

First Congressional District.

J. W. Gamble, superintendent for Cass county.

Second District.

W. A. Yoder, superintendent for Douglas county.

Third District.

E. B. Sherman, superintendent of Columbus city schools.

Fourth District.

C. W. Taylor, superintendent Geneva city schools.

Fifth District.

Isaac Downey, superintendent for Adams county.

Sixth District.

H. M. Pinckney, superintendent for Custer county.

This committee, with all members present at its meeting February 1, 1907, in the office of the state superintendent at Lincoln, adopted the following resolution:

Resolved, That it be the sense of this committee that Nebraska has the best free text-book law in the United States, and that we are unalterably and unqualifiedly opposed to any amendment thereto.

In view of the foregoing facts, we appeal to your honorable body to indefinitely postpone H. R. 409, just reported on the first sifting list.

L. P. LUDDEN, Chairman.
By order of the committee.

Gentlemen of the House of Representatives:

I was present at the meeting above referred to and gave the above resolution my official endorsement. I hand you herewith a copy of our present free text-book law with the opinions of three of my predecessors in support of this law. Note what State Superintendents Corbett, Jackson and Fowler said in behalf of this law. Note also the decisions of the supreme court as to when districts must furnish free text-books and when they are exempt, pages 6 and 7 of said circular.

While this bill only makes the furnishing of free text-books optional instead of mandatory, it is just as reasonable to make the holding of school optional instead of mandatory. During the past six years many school districts in Nebraska voted at the annual meeting to have no school. The last legislature strengthened the mandatory feature of the law compelling a district to provide free school privileges. Make it optional for school districts to furnish free text-books and you will make school matters chaotic in hundreds of school districts in this state. I wish to add my appeal in behalf of the indefinite postponement of H. R. 409.

J. L. McBRIEN, Superintendent.

SCHOOL TEXT-BOOK COMPANIES

who have filed guaranty bonds with the State Superintendent of Public Instruction, and who are therefore authorized to contract with school districts under the provisions of the Free Text-book Law, Subdivision XVIII, School Laws of Nebraska:

Ginn & Co.	Boston, New York, Chicago
Maynard, Merrill & Co.	New York, Chicago
Silver, Burdett & Co.	New York, Boston, Chicago
Crane & Co.	Topeka, Kan.
American Book Co.	New York, Cincinnati, Chicago
Prang Educational Co.	Boston, New York, Chicago
Scott, Foresman & Co.	New York, Chicago
D. C. Heath & Co.	Boston, New York, Chicago
Rand, McNally & Co.	Chicago
D. Appleton & Co.	New York, Boston, Chicago
The Macmillan Co.	New York, Chicago
Union School Furnishing Co.	Chicago
G. & C. Merriam Co.	Springfield, Mass.
Public School Publishing Co.	Bloomington, Ill.
George W. Jacobs & Co.	Philadelphia
Penn Publishing Co.	Philadelphia

The R. J. Barr Quarter Centennial Anniversary

The R. J. Barr Quarter Centennial Anniversary.

April 12, 1907.

(From the Grand Island Daily Independent.)

An unusual event was celebrated in Grand Island yesterday. Prof. Robert J. Barr, superintendent of the public schools, had completed twenty-five years of continuous service in that capacity. It is a rare record, and the significance of such an event was not lost to the corps of teachers associated with Mr. Barr in his fine profession, to the members of the board of education, nor yet to the patrons of the schools. It was fittingly observed by his collaborators of city and state and two generations, beneficiaries of his tutelage, joined in doing honor to him whose influence, as stated by the State Superintendent of Public Instruction McBrien, has distinctly or indirectly encircled the globe.

"Let the soldier be abroad if he will"—it has been written—"he can do nothing in this age. There is another personage—a personage less imposing, in the eyes of some perhaps insignificant. The schoolmaster is abroad, and I trust to him, armed with his primer, against the soldier in full military array." And indeed, there is much truth in the tribute. Valorous are the services of the volunteer in specific time of need, and grand and glorious as is the victory of an army, battling for the right over an opposing force. The conquest, nevertheless, is only over the inimical army; "the schoolmaster abroad," however, is victor over war itself; and a quarter of a century of continuous service as the head of one great system, indeed, is a notable achievement. It is without a parallel in this state and is certainly one of which not only the jubilant may feel proud, but one which the patrons of the schools of this city may felicitate. For in this time young men and young women have been sent out as graduates into all walks of life, strong factors in the world's work. Cordially does The Independent join in the congratulations tendered and in the hope that Mr. Barr may be spared in health and strength to continue his labor and that he and his estimable wife may live long and contentedly in the knowledge and enjoyment of the fact that their life's work has had magnificent results.

The board of education, in conjunction with the teachers had arranged a public reception to take place at the court house yesterday afternoon, between the hours of 2:30 and 4:30, all patrons and pupils being especially invited and the general public being urged to participate. The event was made doubly attractive when the teachers, four days before the event, decided to exhibit in the corridors of the first floor, specimens of the work done by the various grades. This feature was, to many, a revelation. There was work in drafting, map drawing,

pencil sketching, spelling, language, arithmetic, etc., which spoke highly not only of the general management of the schools, but also of the efficiency of the forty-five individual teachers employed. During the afternoon Becker's orchestra furnished music in these corridors and the children were given a treat of fruit. Before the inspection, congratulations were extended to Prof. Barr, the receiving being in the rotunda on the first floor. Many of the teachers added to the pleasure of the caller by explaining the various lines of work, pointing out the various exhibits and, in many cases, going over with parents particular details of the work. In some instances, regrettable as it is to admit it, it was the first acquaintance of the parent with the teacher. The reception was all the more valuable for this feature.

Between two and three thousand parents and pupils called during the two hours and there was a continuous flow in and out of the county's handsome building.

In the evening at the A. O. U. W. hall, which was splendidly decorated for the event, a formal reception and banquet was tendered to the honored superintendent. In the reception parlors of the hall there were, in the receiving line, Prof. and Mrs. Barr, the toastmaster of the evening, Prof. J. W. Searson, of Peru, State Superintendent McBrien, Prof. Thomas of the Kearney normal school, Superintendent Davidson of the Omaha public schools, Prof. Sutton of the Kearney normal, Superintendent Burgert of the Kearney public schools, and the members of the board of education and their ladies.

At about 9:30 the march to the banquet hall from the reception parlors was made, to the strains of a fine march by Prof. Bartling's orchestra, which also rendered fine selections during the reception. The banquet was one of six courses, daintily and beautifully served by the ladies of the Presbyterian church.

Prof. Searson, a graduate of the Grand Island schools, who has made his way steadily forward until at present he is at the head of one of the departments at the Peru normal school, acted as toastmaster, and before calling upon the first speaker gave a brief review of the life of the man to do honor to whom the associates of the profession, former pupils and friends were assembled. Prof. Robert J. Barr was born in Grand Rapids, Mich., October 29, 1849. About 1852 his parents removed to Greenville, Mich., where the father followed the occupation of farming throughout the summer months and lumbering during the winter. Prof. Barr remained on the farm until he was 18 years of age, but at the age of 12 he had entered the high school of Greenville, and being studious, industrious and intelligent he made rapid progress. Not being entirely satisfied with his knowledge of books, he, after teaching school near Greenville, in the spring of 1869 entered the state normal college of Michigan, at Ypsilanti, and this institution he attended four years, completing the full classical course, and graduating in 1873. During the fall of 1873 he engaged for a few months as teacher in a district school in Washtenaw county,

Mich. In January, 1874, he took charge of the graded schools of Algonac, Mich., and held this position till the spring of 1875. In the fall of the latter year he became principal of the high school in Big Rapids, Mich., a position he held until March, 1876, then returned to Algonac and again had charge of the schools there. In September, 1878, he was married at Ypsilanti, to Miss Eva A. Bellows, daughter of the professor of mathematics of the Michigan state normal. In the fall of 1878 Prof. Barr took charge of the schools of Oscoda, Mich., where he remained for two years and for the two years following had charge of the schools of Au Sable, Mich. In 1882 he entered upon his duties as superintendent of the schools of Grand Island. The record here is told in the responses to various toasts.

Responding to the subject "Nebraska," Prof. Thomas, of the Kearney normal schools, reviewed the resources of the state and emphasized the fact that, together with her marvelous development, the state ranked first in the point of literacy. He congratulated the jubilant upon his noble calling and his continued service and felicitated the city upon the wisdom and broad-mindedness of its authorities in educational affairs.

President W. R. McAllister was next called upon to respond to the toast "Magic Circle." Mr. McAllister brought out the fact that during the long and faithful services of Prof. Barr there had been 373 graduates of the high school.

"Joy of Life" was the subject responded to by Mrs. C. G. Ryan, a former pupil and teacher under Prof. Barr. It was a splendid discourse and following its bright wit there was an eloquent eulogy to the joy of home life and motherhood.

Mr. Bayard H. Paine was introduced to respond to "X X X X." The toastmaster, as in all cases, was at his best, and in introducing Mr. Paine gave various scintillating explanations of the meaning of "X X X X." Mr. Paine reviewed school days in a most pleasurable vein, recalling days when the superintendent seemed more stern to him than now.

Miss Margaret Brown responded to "The Ninety and Nine," but declared at the outset that she was not going to search for the other one to-night. In connection with her response there were a few valuable suggestions as to the successful training and development of the child's mind.

Principal Matthews, responding to "A Great Art," addressed himself to the profession of the pedagogue. Incidents of a witty nature were interwoven. Mr. Matthews, a member of the committee on arrangements, read in connection with his response a number of congratulatory letters received from superintendents of other cities. Among them were letters from Mrs. S. A. Clarke, Los Angeles, Miss Elsie Meyers, New York; Miss Belle Newell, South Omaha; Sylvia L. Powers, California; Prof. G. E. Barbour, Lincoln; Superintendent E.

B. Sherman, Columbus; Superintendent Fulmer, Beatrice; Superintendent J. A. McLean, South Omaha; Superintendent W. H. Gardner, Fremont; Superintendent W. L. Stephens, Lincoln; Chancellor E. Benjamin Andrews, Nebraska state university; Prof. Chas. E. Bessey, state university, and Mr. George Towne, editor of the Nebraska Teacher.

State Superintendent J. L. McBrien, of Lincoln, responded to the toast "Super Vision." Mr. McBrien expressed great pleasure in being able to attend this rare function. He warmly congratulated the members of the board of education upon their broad-mindedness and discriminating judgment in retaining a good educator even though the retention went beyond the record. It was a jubilee—this celebration of the 25th anniversary of the superintendency of Prof. Barr of the Grand Island schools—that would be, and should be, heralded out over the state as a most noteworthy example of good management of public schools. Mr. McBrien also complimented the schools upon the finished product it put forth. The Grand Island schools had representatives in the Philippines, in the frozen north, in the engineering corps of the Panama canal, in the leading marts and centers of commerce of the east. The efficiency of the school system had an exponent in the toastmaster of the evening—and he paid a glowing tribute to the young educator, and to his former instructor and felicitated the honored father and mother, who were among the banqueters. It was a touching appeal to the best there is in every man or woman. Mr. McBrien's closing remarks were a masterful eulogy upon the work of Mr. Barr and his high standing among the educators of the state.

It was deeply regretted that Principal Waterhouse of the Omaha schools, once principal of the local school, could not be present to respond to the toast, "My Superior Officer." Mr. Waterhouse was called to the bier of his only brother.

In his absence Superintendent Davidson of Omaha responded and brought the greetings of the Omaha board of education and teachers. He, too, complimented highly the local school authorities for the past twenty-five years for their good judgment in holding fast to that which is good. It was a remarkable thing and he could imagine himself in the meetings of the board when questions arose concerning the superintendency, and could enjoy the loyalty of the board to the superintendent and teachers. It could result in nothing else than the best possible school conditions.

The orchestra, which was at its best during the entire evening, and which received and certainly merited not only the frequent applause given it, but the encomiums given by the toastmaster, had just finished the interlude when, by a prearranged signal the entire assembly arose and gave three cheers for Prof. Barr, who was next to respond to the toast, "The Veteran."

It was an affecting scene. And when the veteran arose, and faced his admiring lieutenants, the teachers and co-workers, the members

of the board of education, and the many warm friends in the assembly, a current of sympathy and affection thrilled the banqueters. It was a sympathy with him that, a few moments later, broke into enthusiastic applause when he touchingly referred to the fact that, as President McAllister had vaguely hinted, he had come here poor, and as a beginner, practically, and through the long years had had the hearty co-operation of the members of the board, and of the patrons of the schools and the steadfast and constant encouragement of the "little wife." Mr. Barr related that when he came to Grand Island there were two school buildings and nine teachers, seven in the grades and Mrs. Caldwell and himself. To-day a fine new high school building was nearing completion and there were six other school buildings, with a corps of 45 teachers. He related many incidents that endeared the teacher to the pupil and to the city, thanked the members of the board and the teachers cordially for their generous assistance and co-operation and closed with "God bless us, everyone." Especially in his opening remarks Mr. Barr was almost overcome with feeling.

Good-night was then announced by the toastmaster and the assembly dispersed about 2:30 a. m., declaring, as with one voice, that it had been one of the most successful functions they had ever attended.

The committee on arrangements consisted of Mr. Edward Williams, Mr. W. R. McAllister, Mr. H. A. Edwards, Mr. C. B. Norris, Principal Matthews, Miss Lamb, Miss Fraser, Miss Brown, county superintendent, Miss Houser and Miss Kolls, thus representing both the board of education and the teachers, and it is needless to add that both of these bodies, the teaching and the directing, had entered heartily into the occasion and shared with each other in the magnificent success it was.

COMMUNICATIONS.

The following communications were received by Supt. Barr and by Miss Dorothea Kolls, secretary of the committee having in charge the Barr quarter centennial anniversary, in response to her invitation to participate in the celebration.

Dear Friend:—Your kind invitation requesting the attendance of my wife and self at the quarter centennial banquet in honor of Supt. Barr received. We rejoice that it occasionally comes to a worthy school man to celebrate such an event, and we would gladly attend, but circumstances deny us that pleasure.

Wishing for Supt. Barr the recurrence of many happy anniversaries, we remain,

J. A. McLEAN,
Supt. South Omaha schools.

Dear Miss Kolls:—Circumstances make it out of the question for me to attend the Barr quarter centennial anniversary.

I wish to express my sincere regard for Supt. Barr and his excellent work in the public schools of Grand Island. May he still continue to be a potent factor in the schools of your city.

W. W. STONER,
Supt. York public schools.

Dear Mr. and Mrs. Barr:—Mrs. Doane and I would like to add our word of congratulation to the many which you received on Saturday. It is a great honor to a man to hold creditably a high educational position for a quarter of century. JOHN DOANE,
Minister of Park Congregational Church, Greeley, Colo.

Dear Miss Kolls:—I beg to acknowledge the receipt of the invitation to the Barr quarter centennial anniversary. The invitation is greatly appreciated and I regret my inability to be present.

Supt. Barr came to Nebraska one year after my coming, but he has been strong enough to remain in one place for twenty-five years while I have been going about from place to place. Grand Island is to be congratulated because of the good work of Mr. Barr.

W. H. GARDNER,
Supt. Fremont public schools.

My Dear Miss Kolls:—It is with much regret that I write that it is impossible for me to attend the quarter centennial banquet in honor of Supt. R. J. Barr on April 12. It is impossible for me to attend as I shall have to be in Kansas on that date. I regret this very much indeed, for I should like to add my humble part in doing honor to Supt. Barr, whose work and genuine qualities I have admired very much.

It is not often that we have an opportunity to do honor to a man who has worked faithfully and well in one school for a quarter century. Missouri has two examples of successful school men who have been at one post for an even longer time. But outside of these two men there have been very few in the country of whom I know. Supt. Greenwood of Kansas City, who is known as one of the most successful school men in America, has been in his present position for over thirty years. The other man is the late Supt. Neely of St. Joseph, Missouri, who served that city for nearly forty years, until the time of his death a few years ago,—a man always spoken of with reverence by those who knew him and knew of his work.

We do well to honor the man in making the schoolmaster's position more stable, for as these positions become more stable the work of the schoolmaster will be better done. The schoolmaster, like every other man, can do his best when given fair opportunity. Like the banker and the other men at the head of large institutions the superintendent becomes more valuable each year he gives his best effort to the public school system. And we all know how Supt. Barr has given of his best talent in behalf of the public schools of Grand Island. Let us hope that the schoolmaster's position may come to be a very permanent one, not for the sake of the schoolmaster, but for the sake of the school and school children. GEO. L. TOWNE,
Editor Nebraska Teacher.

To Mr. Barr on the twenty-fifth anniversary of his work in Grand Island, greeting and good wishes. ELSIE MYERS,
Brooklyn, N. Y.

Miss Carrie Fraser, teacher, Grand Island, Nebr.:—Taught under Mr. Barr's supervision eight years. None more deserving of honor for faithful and honest work in his profession.

MRS. SARAH A. CLARKE,
Los Angeles, California.

Dear Mr. Barr:—Please accept my congratulations and good wishes upon this joyous occasion. In mind and heart I am with these friends to-night in commemorating this anniversary.

For twenty-five years you have been an efficient leader of educational work in Grand Island. All about various changes have been made—fads have come and gone while your keen judgment has enabled you to select the best and to progress along the most practical lines, thus building an organization which is thorough and solid from foundation to finish.

The wise and close supervision which you give your work has produced unity, sympathy, and co-operation which is unequaled by any other school in our state.

The school boards of Grand Island are to be commended upon their wisdom in recognizing these potent factors of strength.

During my fourteen years of pleasant work there, I found you always just, sympathetic, and inspiring. I shall ever feel a vital interest in whatever pertains to your progress and welfare.

I trust that the coming years may be even more fruitful with the evident results of your untiring labors.

I bid you God speed.

BELLE NEWELL,
Teacher, South Omaha.

Dear Madam:—It is with deep regret that I must decline the invitation tendered Mrs. Reed and myself for the banquet in honor of Supt. R. J. Barr. The occasion is one that would give me peculiar pleasure from my long acquaintance with Supt. Barr and from an appreciation of the meaning to the teaching profession to have such permancy. Nothing but a previous engagement that cannot be broken would prevent my acceptance.

A. A. REED,
H. S. Inspector for the University of Nebraska.

My Dear Miss Kolls:—Your invitation of April 3 has been received. I had anticipated much pleasure in a visit to Grand Island. Yesterday, however, I received a message from the home of my brother in eastern Iowa, stating that he is so seriously ill that his recovery is doubtful. I leave this afternoon for his home. For this reason I shall be unable to be present, much to my regret.

A. H. WATERHOUSE,
Principal Omaha high school.

My Dear Miss Kolls:—On behalf of Mrs. Stephens and myself I desire to acknowledge receipt of your exceedingly kind invitation to attend the banquet to be given in honor of Supt. Barr. It is with sincere regret that we inform you of our inability to be present on that occasion.

I desire to congratulate the city of Grand Island upon retaining for so many years the services of so efficient and sensible a superintendent as Mr. Barr. It will be, of course, no new or strange thing to the patrons of the Grand Island schools to know that their superintendent is held in the highest esteem by all the school men of the state. I believe I voice the sentiment of all when I say that I hope his days of usefulness will continue for many years in your city.

The teachers, too, are to be congratulated that through all these years they have been under the guidance and inspiration of one who, in the midst of our changing school policies, has been steady and true to the vital principles of public school education.

It is rare, indeed, for teachers to have opportunity of securing their elementary and grammar education, and especially their training and experience in actual schoolroom work under one and the same man. Inasmuch as this is true in Grand Island it seems to me that there must be a simple relationship through all the co-ordinating spheres of school work rarely to be found in a public school system.

I want in particular to congratulate Supt. Barr upon his pronounced success and rare efficiency in his school work. He has been a source of constant inspiration to the younger generation of school men which the state produces.

W. L. STEPHENS,
Supt. Lincoln schools.

Dear Miss Kolls:—I have received your invitation to the "Barr anniversary." It seems to me a highly appropriate thing to do as well as a very graceful and considerate thing to do. Please express for me to Mr. Barr my hearty congratulations upon the completion of a quarter century of work in your city and also for the appreciation with which it seems to have met. I regret that it is unlikely that I shall be able to attend.

E. B. SHERMAN,
Supt. Columbus schools.

Dear Miss Kolls:—I regret very much that it will not be possible for Mrs. Crabtree or myself to attend the Barr quarter centennial anniversary. We thank you for your kind invitation and urge you to express to Supt. Barr our interest in his welfare and our wishes for a very happy anniversary.

J. W. CRABTREE,
President Peru state normal.

My Dear Miss Kolls:—I am in receipt of your very kind invitation to attend a banquet to be given in honor of Superintendent Barr. Mrs. Fulmer and I both regret very much our inability to be present and assist in celebrating this event—the twenty-fifth year of the superintendency of our common friend, Robert J. Barr.

Please announce our regrets to him and wish him, for us, many happy returns of the day.

C. A. FULMER,
Supt. Beatrice schools.

Dear Mr. Barr:—In imagination I stretch my hand across the long miles that lie between and give you the glad shake that says, "God bless you for the inspiration of the past and may the years of your usefulness be prolonged indefinitely."

Here in my adopted home in the "Land of Sunshine," where we flatter ourselves that we form the hub of the educational wheel, I often think that, if any measure of success has attended my efforts, much of the credit is due to you because of your faithfulness as a superintendent while I belonged to your teaching force.

I do not know the date of your banquet to be but rest assured that I shall be there in spirit and shall propose this toast, "Robert J. Barr, who for twenty-five years has stood for the best in child-training, and has built up in Grand Island a system of public schools, than which there are none better and few, so good."

Don't forget that N. E. A. meets in Los Angeles in July and that our "latch string is always out."

SYLVIA L. POWERS,
Pomona, California.

It gives me great pleasure to take this opportunity of congratulating the citizens of Grand Island on this occasion—the celebration of a quarter of a century of service of the superintendent of public instruction, Mr. R. J. Barr.

May he have many more years of health and happiness and may the schools continue to grow and prosper under his management is the wish of his predecessor. I greatly regret my inability to be present on this occasion.

GROVE E. BARBER,
Professor of Roman history and literature.
University of Nebraska.

Dear Madam:—I beg to acknowledge the receipt of an invitation to be present at the Barr quarter centennial anniversary on the twelfth of this month. I am much gratified that you have remembered me, and greatly regret my inability to be present on that occasion. It happens that another important engagement comes at the same time, and as this other one has the precedence, I cannot be with you.

I wish to say that no better record has been made by any school man in the state than that by Supt. Barr. To remain at the head of the schools of so important a city as that of Grand Island for so long a time means very much in the way of ability to meet the many problems that come up in the development of a western city. Mr. Barr's success has been most marked, and I wish to congratulate the city of Grand Island, while at the same time I congratulate him. You have wrought well together. CHARLES E. BESSEY,
Professor of botany, University of Nebraska.

Dear Supt. Barr:—Please accept my congratulations on twenty-five years of worthy work in one place. Very few come into so good a heritage. May many years be added to this silver anniversary and may they be years of golden fruitage.

J. A. BEATTIE,
Professor of education, Cotner University.

Supt. Barr's quarter century service at Grand Island is an event richly deserving celebration, and it speaks well for the community that they propose to celebrate it. For my own part nothing but a previous engagement prevents my attending. The great curse of educational work in our state is too frequent changes—a sort of base-running by teachers, principals and superintendents. It is my hope that the honor you are doing Mr. Barr will be a stimulus to many now tempted to move, to "stick," to put in more good work at the places where they are, instead of rooting themselves up to replant elsewhere.

E. BENJ. ANDREWS,
Chancellor University of Nebraska.

Eighth Grade Examinations and Promotion Exercises.

Under the new free high school law, eighth grade promotion exercises become more important than ever before. During May and June, 1907, many counties had large eighth grade classes passing muster for promotion for the high school. York county led with the largest eighth grade class of any county in the state, 258 students; Hamilton county second with 141; Franklin county third with 140.

EIGHTH GRADE EXAMINATIONS AND PROMOTION EXERCISES.

No other single effort has brought a greater energizing to rural school life on the part of pupils and patrons; has led to better classification and gradation of rural schools; has emphasized and established a better standard of grade work and requirements for completion of courses of study for the grades below the high schools and has secured a better degree of co-operation between rural, village, town and city schools than the attention and encouragement given in recent years in our state to the establishment and use of courses of study in rural schools, and to better work done by the grades in the common school course of study in both rural and urban schools.

Nebraska county superintendents have felt keenly the absence from school in both rural and urban districts of the boys and girls who should fill the 6th, 7th and 8th grades as full as are the 2d, 3d and 4th grades. The compulsory education law can and has assisted in securing enforced attendance of large numbers of these would-be absentees. But no rod, rule, lash or rope can bring the quality and the quantity of results that come from systematic regulations which reach and appeal to the higher sensibilities of the child and of his parent.

Our war-club, or may we call it our peace-club, is: Every American child should secure at least a common school education. We here use the term "common school course" as applied in its limited sense to only the regular course below the high school. To the individual whose ideal of the proper degree of training for citizens leads him to recognize as a first requisite no less than a high school or university training as necessary equipment for every embryonic citizen, our slogan,—the "common school education"—may appear narrow and short. But we must face actual conditions and meet on a field where we can command at least the attention of those whose interest we would enlist.

Our universities, normal schools, academies and business colleges are extending the invitation that the freshman may come, receive, and then pass on to better things. These educational institutions are doing a good work when they seek out the young man and the young woman and lead them to a desire for better things; when they help to create higher ideals and assist in shaping the life course toward better citizenship. These educational institutions complain of the rawness of the product they receive and also find fault with the apathy of the public in recognizing the need of higher education, as exhibited by the failure of the multitudinous number of young people who cannot be led to see their future in a proper light.

Could we but convince every child and every child's parent that a common school education is a prime minimum requisite for suc-

cessful living, whatever be the ambition or prospective career of the child, not only all the grades in rural and urban schools would be rounded out with well filled classes instead of presenting the progressive dimunition as it now exists from the primary grades to the high school, but high schools, universities, and colleges would soon find it necessary to enlarge equipment for providing technical and higher education to young people who would without other incentive than recognition of their own needs seek further education.

We too often point to the crown and decry the individual who fails to see it because his attention is riveted to his feet which are struggling in a mire that he has been taught to recognize,—or from lack of teaching, recognizes as a proper or necessary condition, and one in which his limited vision sees no element not in harmony with a well ordered life.

When we fill the eighth grade, demand efficient work and in proper form and spirit recognize the work done; we are not only opening the doors of the high school, university and college, but we are opening the eyes of those who need and who will seek the advantages offered by entrance therein.

A form of myopia affects the vision of the public school supervisor who stands aside—he may erroneously consider it **above**—and criticizes the effort of the energetic supervisor who recognizes and emphasizes in proper time, place and degree the need of higher education, yet who gives largely of his time, thought and strength to the encouragement of a general foundational education for every child; who recognizes the necessity of encouragement and direction at the proper time in the child's life, if the child is to be held to foundation preparatory work until he can recognize the need of a higher education.

It is the hesitating first step that requires persuasion, direction, coaxing and encouragement. There is time for the second step after the first has been taken. And the best time for the second step is soon after the first step has been measured; when parents and friends have said "well done," and while the flush of victory may be turned to account by direction to the yet unmeasured distance toward a new point of vantage.

The county superintendents of Nebraska have not only recognized the need of the big boy and girl to remain in—or get into—the school, but have so organized and systematized the work that it has become a fixed policy and practice in nearly all counties to conduct examinations and exercises in encouragement of the work.

Although the plans followed in different counties vary somewhat they all contribute to the general result in securing better attendance and better work by pupils in the upper grades and in sending each year to high school and college many young people whose first ambition may have been awakened through desire to complete the work of the first eight years in the common school course of study.

District School No. 51, Hamilton County.

Eighth Grade Graduates, York County, 1904.

COUNTY EXAMINATIONS.

County eighth grade examinations as conducted in the various counties may be included under the following general divisions:

Plan 1.—The county superintendent appoints a date or dates for the county examination, designates certain points at which examination will be held, and appoints conductors of the examination at the different points. These points are generally the different towns or cities of the county, with occasional examinations at central rural school buildings in townships too far distant from any town; the principals of the town schools and the teachers at the central rural points acting as conductors. The applicant attends the point most convenient. No pupil's name appears on the manuscript he hands in. Letters and figures are used to designate the papers belonging to the different applicants. The papers are all sent to the county superintendent, who sorts them by subjects and distributes them among members of an appointed examining committee. When the examining committee reports, the county superintendent completes the record and mails report of result to each applicant or to his teacher.

Plan 2.—The county superintendent has all applicants come to the county seat for examination.

Plan 3.—The county superintendent personally conducts examinations at various central points on different dates.

Plan 4.—The county superintendent sends lists of questions to each teacher, who conducts the examination for her own pupils and sends the papers to the county superintendent.

The eighth grade questions issued by the state department of public instruction are generally used for these final county examinations. Some counties use self-prepared lists, or combine county lists of questions with the state lists. Some counties have preliminary examinations during the school year and admit only those making proper record therein to the final examination.

The forementioned plans, with varied modifications and combinations, are generally followed; plan No. 1, with modifications, being the most generally followed.

PROMOTION EXERCISES.

Eighth grade promotion exercises are designed principally to offer an incentive to pupils of the lower grades. This incentive comes to the child, many times, through the parent whose interest is awakened by public recognition of what has been accomplished by the daughter or son. The younger pupils who attend the eighth grade graduating exercises are led to feel that the completion of the work of the grades is an accomplishment worthy of effort. The fear in the minds of some good people that public recognition of the completion of the grade work may influence pupils to become content with what has been accomplished, is not warranted by results as shown by the

very small number of these young people who fail to continue their education. Reports from county superintendents show that nearly the entire number of county eighth grade graduates continue their education the following year. Many who never would have completed even the eighth grade work but for the recognition given those who do complete it are led by the associations of the closing exercises to further education and become the most earnest advanced students in high schools and colleges, which they never would have entered but for the recognition given to themselves and to others of their community when they took the first definite step toward securing an education.

The plans of holding eighth grade promotion exercises vary.

Plan 1.—General county eighth grade graduating exercises are held at the county seat or other central point. Good music, a good speaker and other features of a general program generally constitute the program.

Plan 2.—Township or district exercises in which the graduates of one or more townships, or those districts adjoining a town unite in a general exercise.

Plan 3.—School district exercises at which the graduates of the district generally take a part by recitation or reading of composition.

Some counties combine one or all of these plans with modifications to suit the locality; the purpose being, to encourage those who graduate from the eighth grade to continue their education, and to stimulate a desire among younger pupils to remain in school until they have completed at least the first eight grades of work of the common school course of study.

The one great object in this work is to encourage every young person to do his part toward getting the best education possible to him. Filling our eighth grade classes means filling our high schools and filling our colleges. We can now say to the grade student in any school in the state: "Complete the work of the grades and you will be admitted free to the privileges of a high school education," and we shall find the way much easier in inducing rural school pupils to continue their work. But there will still be the necessity of systematically planning and encouraging the work of the grades. The faults of our present system of conducting this work will be eliminated as our experience increases. To successfully establish and conduct the work of the county eighth grade examinations and exercises requires hard work, patience and perseverance; but the results justify all these.

LITERATURE AND THE COMMUNITY.

Professor S. H. Clark, University of Chicago, before the Nebraska Library Association, Lincoln, December, 1906.

Education to-day is largely in the hands of women—at any rate, the practical side of teaching. Men are practical in educational matters, and they have their usefulness. They insist on seeing to it that the taxpayers are protected, even at the sacrifice of their children's education. Men want to stay down on earth, women like to soar. While possibly they deviate somewhat from what is called by men the practical in education, they impart to the system of education that which, in the true development of the man or woman, is in reality the most practical and adds the most to life—the spirit of beauty. It would seem that women are left to bear the burden of culture alone. It is, therefore, with great pleasure that I speak to you on what I consider a fundament of education.

Literature is a vital element in the home and in the community. This relationship is not generally recognized, but it exercises a great influence on our lives. The true joy of life is a love for the beautiful. This is demonstrated by the sight so often seen of the so-called successful man, unhappy through his wealth. To him the accumulation of his money has become so much a part of his life that it is his only pleasure. On the other hand, many a poor man enjoys his life from day to day, sees all that is beautiful in it. This is true success.

Every one is crying out for "practical education." "What is it going to bring me in?" is the question asked by the young man considering a college course. The question is most apt. Practical education is what we want, but the world is fast learning a new definition for the word "practical." It is not a mere matter of dollars and cents. The tendency of boys now is to get away from education as soon as possible. This will in time have an evil effect on the whole political prosperity of the country.

The first attack of the "practical" was upon the humanities, "which I believe," said Professor Clark, "to be the fundamentals of education." He insisted, not upon abrogating the practical, but upon using it side by side with the ideal. He said to teach a child some study he does not wish to learn, as book-keeping or mathematics, may be the very best thing for the development of his intellectuality and his moral character. He said:

Let him have this most excellent discipline, but do not deprive him of the beautiful in life! The larger a man's knowledge, the

greater his capacity for seeing things and for deciding on moral questions; and the better his preparedness for the higher duties of citizenship; and the more apt is he to fulfill his duty as a member of the community.

The practical can give to us just only the practical. If we cultivate the realm of the spirit, the imagination, the sentiment, the poetic feeling, we have a store of riches of which business failures cannot deprive us, and which will prove a solace in time of sorrow. By the spirit, or spiritual, I do not mean religion, but that higher part of us which soars above the mind, is elevated above the body.

It is of more consequence that a community should read good books—not necessarily fiction—than that it should do anything else in the world, except to make Christianity practical—of more consequence than social functions, business functions, even women's clubs —and they are the greatest single function to-day in the upliftment of the ideal in America.

We are not tested by our vocations, but by our avocations. We all have to work at something or other. Thank Heaven that we do. What are we going to do with our leisure? This is the test of the community. What are you preparing your boys and girls—not to know, but to be? The tastes you develop in them will determine their manhood and womanhood. What are your boys and girls going to do after the day's work? There are only a few things that they can do.

Mr. Clark then showed that while this leisure might be spent in philanthropic, religious, or social service, most of the leisure of the great majority of people might be spent in the companionship of the great writers, from whom alone higher inspiration can come. He said:

What is the use of the telegraph, telephone, fast trains, unless the time they save us is put to good use?If the time saved by the eighteen hour trains is devoted to more business, so far as higher things are concerned we are no better off than with slow trains.

The value of books to the community lies in the fact that they present higher intellectual and moral ideals. Books have very often obscured the real world, but this is the exception. The power to live greatly is enhanced by the ability to handle the printed page intelligently, and many men and women have been impeded by their inability to do this. Then, too, it is the book that must give to the mass of men all the education they will receive after they leave school. I grant you that the book alone may not bring success, but the ability to read is a great help, and the only means of growth the man and woman will have after school days. Let me say again, that many who have a knowledge of books fail, but they are the exceptions.

Granting the exception, we shall find, then, our only means of growth will be through books. The great writers have done the

great things of the world. We don't go for an uplift to the book entitled "How I Made a Million" though the doing of this may have meant a development of moral fiber. The lives that end there are not the completest successes. Those who have seen life wholly and truly have left the result of their vision in literature; they are the greatest benefactors of the race. It is granted that moral fiber comes from life itself, yet a great influence in the community comes through reading.

May I ask if we appreciate what the character of the reading we do means. Do we not approach literature as we do the candy store or the soda counter? the Bible or the "Get Rich Series"—it doesn't make much difference. A fact that is utterly forgotten is that we never can be the same after we have read a book. . . . . .

You cannot stand still. Every book you read demands a moral judgment. Is it of consequence that a book should turn out "right?" The book written simply with an eye to convention, to satisfy popular demand, the book that ends with a sentimental snivel, is demoralizing. Those who do not see the falseness of a false teaching are being dragged down morally. . . . . .

No influence may be stronger in the making of character than the influence of literature. No matter what our object in reading may be, no matter whether we have an object or not, we are either better or worse after reading a book. Consciously, or in that mysterious subliminal part of ourselves, every book we read and every thought we get from it demands and receives from us approval or disapproval.

Mr. Clark closed with the following lines from Lowell, which, the speaker said, are a pitiful portrait of one who has sold the ideal for the purely practical:

"When I was a beggarly boy,
And lived in a cellar damp,
I had not a friend nor a toy,
But I had Aladdin's lamp;
When I could not sleep for cold,
I had fire enough in my brain,
And builded with roofs of gold
My beautiful castles in Spain.

"Since then I have toiled day and night,
I have money and power good store,
But I'd give all my lamps of silver bright
For the one that is mine no more;
Take, Fortune, whatever you choose—
You gave, and may snatch again;
I have nothing 'twould pain me to lose,
For I own no more castles in Spain."

Some noticeable sentences from Mr. Clark's address are these:

Literature is virtually the only art the child will know.

Does it mean nothing to a community that our children come into contact with Adam Bede, the Bishop in "Les Miserables," Henry Esmond, Brutus, and characters like these?

Literature affords a chance for all that is best in us to reach out and take hold of the heart of the universe.

Literature makes for the enrichment of life.

Literature makes for the refinement of manners.

To spend our leisure well—nothing nobler than this can be conceived as the end of all training.

We can't rise higher than we think, hence the need of literature to help us to think higher.

Not what one remembers, but what one becomes, is the vital thing!

Is it nothing that our servants or clerks like good literature?

What we get from literature we won't sell. If the test of a thing is its marked value, is n't culture—mental, moral, and spiritual—the one priceless thing in the world? For who that has it would sell it for any price?

The purpose of culture is not to enable us to get rich, but to enable us to get along without riches.

GENEVA HIGH SCHOOL.

HASTINGS HIGH SCHOOL.

NORMAL TRAINING

—IN—

HIGH SCHOOLS

THE SCHOOLS OF THE PEOPLE

The high schools are the schools of the people, and not preparatory schools for higher institutions. This statement should in no way interfere with the division of work of the high school, where feasible, into different lines of work. Let the high school course of study, where it is feasible, be differentiated so as to give our young people the greatest opportunity possible to fit themselves for the work they **must** do upon graduation from the high school before they can ever have the means to go to college or university.

It will be interesting right here to know what becomes of our high school graduates. Knowing this we may plan better the work the high school should do. After a careful study of this question from letters received from city superintendents of the sixty strongest high schools in Nebraska, we find that during the past three years 600 of the graduates went immediately to college, 800 immediately entered business, including such work as farming, banking, clerking, housekeeping, and like occupations, 900 immediately took upon themselves the responsible business of teaching; and all this in spite of the fact that these sixty of our strongest high schools have been straining themselves almost to the breaking point for credits at college or university.

Let us so far as possible fit for college and university. Let us give the young men and the young women who must enter the business world immediately upon graduation from the high school the best preparation possible. Let us also train the still greater number of young men and young women who will teach school immediately upon graduation in the art and science of school management. By such training we do not mean normal school work, but such work as will best fit them for the special business of school teaching. We admit the meagerness of such training, but it will be infinitely better than no training at all.

Bear in mind what becomes of our high school graduates immediately upon finishing the high school course of study. Commissioner Harris is authority for the statement that less than ten per cent of those who enter college and the university finish the course. Then remember that a cardinal principle of American government is the greatest good to the greatest number. Is it not high time, then, for us to give some consideration in our high school courses of study to the three-fourths of our high school graduates who have heretofore been sadly neglected? Let us put our courses of study in touch with the avenues open to young men and young women who graduate from

our high schools. In this manner we can hold the boys and girls for graduation who would otherwise drop out before the senior year, and ultimately more would graduate from the high school and more would enter the college, university and normal school than to hold to a course made dry and impractical with the dust of ages. The American high school should be the poor man's college. Let us make it so. Let us demand that the higher institutions re-arrange their credits and requirements more nearly along modern lines.

What have we done as a nation in the amount of schooling we have given to each inhabitant? The scale gradually ascends from 1870 to 1905, having for the past ten years exceeded five years of 200 days each as the average education given to each member of the entire population of the United States. The maximum was reached in 1900 in about five years and a quarter of 200 days each; that is to say, 1,046 days would have been given to each individual in our country at the rate of public instruction for that year. For Nebraska it would mean almost six years of 180 days each. Do you get the force of these figures? It means this: The average education of all our people—old and young, illiterate and learned, in both state and nation—stops short of finishing the sixth grade. Theoretically, then, we give 100 per cent of our people almost six years' schooling, but in reality we do not afford fifty per cent of our people this amount of education. Of the number who enter the first grade less than thirty per cent finish the eighth grade, and less than ten per cent enter the high school. Of those who enter the high school less than ten per cent graduate. Of those who enter college or university less than ten per cent finish the course.

David Felmley, president of Illinois State Normal University, in his address on the modern high school curriculum before the department of normal schools of the National Educational Association at Asbury Park in July, 1905, said: "It probably has occurred to some of you that this paper is sketching an educational Utopia, and that no high school ever has produced, or ever will produce, graduates of the quality indicated within four years. The writer does not propose to lengthen the course, but to eliminate useless subjects and improve existing methods. The chief obstacle is the study of Latin. In the programs of most of the high school graduates that seek the normal school Latin has engrossed one-fourth of the recitation periods, and from forty to sixty per cent of the time spent in study. Since arguments on this subject are mainly expressions of opinion based upon a priori considerations, I shall venture to say that Latin contributes little to the prospective teacher, unless indeed she proposes herself to become a teacher of Latin. The place of Latin in our schools is purely traditional. Since schools are no longer confined to the clergy, and Latin has ceased to be the language of scholars and diplomats, as in the days of Bacon and Milton, schoolmasters are put to it to invent arguments for the study, chief among which is the resulting mental discipline. But modern pedagogy rejects the dogma of formal mental discipline.

The discipline acquired in studying a foreign language is helpful in the further study of foreign languages. The knowledge of Latin helps little in the study of the Romance tongues. We usually recognize new words in those tongues from their similarity to English cognates, not from their Latin derivation. Whatever aid the derivation of English words affords any one of us is due, not to his study of the sentences of Caesar or Cicero, but to his independent study of Latin roots. To gain a knowledge of Roman literature and life, it is no more necessary to study Latin than to study Hebrew to understand and appreciate the Bible. Lastly, the constant translation of Latin into English as actually conducted does not with one pupil out of ten contribute to the growth of a vigorous idiomatic English style. We hear almost everywhere, 'Caesar said himself not to be about to be made more certain,' or other atrocities scarcely less flagrant. With Latin eliminated, there will be time for further study in arithmetic, English grammar, geography, and American history—studies commonly relegated to the grammar school, but needing in many of their vital aspects the maturer comprehension of the high school period. Room may be found, too, for the studies in reading, in hand work, including art, for which now so little time is afforded."

In the discussion of President Felmley's paper, Professor Frank McMurray of Teachers' college, Columbia University, would omit much of algebra as well as Latin in the high school in order to give more time for other studies.

In the old civilization the **few** led, the **many** followed. And I am led to believe that our system of education, like the old forms of government, forgets the **many** to care for the **few**. If it be so, it is a grievous fault, and grievously must we answer for it. Therefore, let us inaugurate a system in our education that will prepare the ninety per cent for the actual problems of life and the everyday responsibilities of American citizens, rather than to create crowns for the few, make educational aristocrats, and kingly interpreters of the more fortunate ten per cent. "The people must needs take thought of what they shall eat and wherewithal they shall be clothed. And the education that fits them best for this is, from necessity, the best; at least until they are so developed and improved that the people, the great longing, struggling, hungering, needing, hoping, despairing, and yet unyielding people, shall not need to take thought only of what they shall eat and wear."

HISTORY OF THE SCHEME IN NEBRASKA.

This scheme was first recommended by State Supt. W. K. Fowler in his Seventeenth Biennial Report, from which we take the following extracts:

"I would recommend the organization of training classes in colleges, normal schools, and such academies and high schools as are able to meet the requirements for such a class. These training classes should be under the unrestricted supervision of the state superintendent of public instruction. On or before the first of July of each year, application for appointment to instruct training classes should be presented to the state superintendent by the trustees of the institution desiring such appointment on blank forms provided for the purpose. No high school should be recognized as meeting the requirements for a training class except those organized under subdivision 14 or 17 of the school laws of Nebraska. These applications should set forth the various facts or information regarding the school, giving the number of teachers employed, the enrollment in the different departments, opportunities afforded for observation and practice work, the names, qualifications and salaries of instructors, etc. Before being forwarded the application should be approved by the county superintendent of the county in which such school is located. The idea of permanency is an important factor to be considered in the approval of such schools, for it is essential to retain, as far as possible, the same institutions year after year and make them educational centers for this work. Certain specific requirements should be prescribed in the regulations issued by the state superintendent as a requisite for approving these institutions, among which are the following: the institution must furnish as an instructor (or instructors) a college graduate or a normal school graduate with three years' experience in teaching since graduation, or the holder of a professional state certificate with three years' experience in teaching; all instructors of such classes must be approved by the state superintendent; a minimum salary of $500 must be paid instructors; the school must provide opportunity for the members of the class to observe methods of teaching in the several grades of common school work and to teach in such grades under proper supervision; it must conduct prescribed recitations in the subjects belonging to the training class course separate from all other recitations; and it must maintain a legal class, that is, a class of not less than ten nor more than twenty-five members for each instructor for at least thirty-six weeks in the year.

"Candidates for admission to the training class should possess

as a minimum qualification a certificate of graduation from the eighth grade. They should be at least sixteen years of age at the time of entrance. They should also subscribe in good faith to the following declaration: 'We, the undersigned, hereby declare that our object in asking admission to the training class is to prepare ourselves for teaching, and it is our purpose to engage in teaching in the rural schools of Nebraska at the close of such preparation. We pledge ourselves to remain in the class during the year unless prevented by illness or excused by the state superintendent of public instruction.'

"The special mission of the training class is to provide the rural schools, that are not in a position to engage normal graduates, with teachers who are proficient in the common branches and have devoted at least a year to special preparation—largely in professional work. The province of the normal school and the province of the training class are, therefore, clear and distinct. The two are supplementary agencies and are not to be regarded in any sense as rivals. I am of the opinion that many training class graduates after teaching a few years will be enabled to complete a course of study in a normal school, a step impracticable before they gain a foothold from the training class. The normal school proper cannot supply the demand for teachers in the country districts. Moreover, the graduate from the advanced normal course is, as a rule, beyond their reach, owing to the financial condition of a large majority of the rural school districts. The training class is the only means of providing trained teachers for the country schools."

THE LAW.

The law relative to normal training in the high schools of Nebraska is very brief, somewhat indefinite, yet comprehensive. It was enacted by the legislature of 1905. It reads:

On and after September 1, 1907, no person shall be granted a first grade county certificate who has not had at least twelve weeks' normal training in a college, university, or normal school of approved standing in this or in another state, or in a state junior normal school of Nebraska, **or in a high school of Nebraska approved by the state superintendent of public instruction as being equipped to give such normal training.** One or more years' successful experience as a teacher may be considered the equivalent of the normal training required by this section.—Sec. 7, Subd. 9a, S. L., 1905.

On and after September 1, 1907, no person shall be granted a second grade county certificate who has not had at least eight weeks' normal training in a college, university, or normal school of approved standing in this or in another state, or in a state junior normal school of Nebraska, **or in a high school of Nebraska approved by the state superintendent of public instruction as being equipped to give such normal training.** One or more years' successful experience as a teacher may be considered the equivalent of the normal training required by this section.—Sec. 8, Subd. 9a, S. L., 1905.

INAUGURATION OF PLAN.

While the statute empowers the state superintendent to prescribe all requirements for high schools qualifying for normal training, we hesitated to inaugurate a law of such magnitude without the help of the school men and women most deeply interested in the results to be obtained by a proper application and enforcement of it. Therefore, at the Association of Superintendents and Principals of Graded Schools at its session in October, 1905, we requested that a committee be appointed consisting of the president of that association, one member at large, one member from each congressional district, the presidents of the state normal schools, and the head of the department of education of the University of Nebraska, with instructions to consider the subject of normal training in the high schools of Nebraska in accordance with the law, and to report to the State Teachers' association. The following committee was appointed with the state superintendent as ex-officio member:

Supt. E. L. Rouse, Plattsmouth, chairman; Supt. A. A. Reed, Superior, secretary; Supt. W. H. Pillsbury, Falls City; Prin. N. M. Graham, South Omaha; Supt. E. B. Sherman, Columbus; Supt. James E. Delzell, Lexington; Supt. W. W. Stoner, York; Prof. G. W. A. Luckey, University of Nebraska; Pres. J. W. Crabtree, Peru State Normal; Pres. A. O. Thomas, Kearney State Normal; J. L. McBrien, State Superintendent, Lincoln.

The committee held three meetings, counseled with as many principals and superintendents of graded schools as possible, and called to its assistance the heads of departments of education in colleges, universities and approved normal schools of Nebraska. At the meeting of the State Teachers' association in December, 1905, the committee made the following report, which was unanimously adopted:

GENERAL REQUIREMENTS.

1. A high school in order to be approved for normal training must be a school accredited to the University of Nebraska, with a four years' course of study.

2. At least three teachers exclusive of the city superintendent shall give their entire time to instruction in high school branches.

3. High school graduates only shall receive credit for high school normal training.

4. The course in normal training shall be elective, and shall consist of the three following lines of study:

(a) A review for at least nine weeks in each of the following subjects—reading, grammar, arithmetic, and geography—to be given not earlier than the eleventh grade. This work should include subject matter, underlying principles and methods of teaching, and should enable the student to approach the subject from the standpoint of teacher as well as that of student. It should be given by well-trained, experienced teachers.

(b) A study of American history for at least one semester in the eleventh or twelfth grade.

(c) At least seventy-two periods of professional training, to include a study of methods, school management, observation work, etc., etc., to be given in the twelfth grade by the city superintendent of schools or by a member of the high school faculty recommended by him and approved by the state superintendent of public instruction.

5. Schools offering this course shall have a reference library of at least three volumes on each of the following fields of professional study—history of education, principles of education, methods, and special training in industrial education, including agriculture.

6. In case elementary agriculture is not in the regular course of study it shall be required in the course in normal training.

OUTLINE OF WORK BY SPECIAL COMMITTEES.

Acting under the authority vested in me by the statute to carry out the details of this law, special committees were appointed to prepare complete outlines on the plan and scope of the work in reading, arithmetic, grammar, geography, history, agriculture, and professional training. We give herewith the outlines adopted:

READING.

The subjects that should be included in a normal training course in reading fall naturally into two divisions—those possessing culture value, and those possessing value as methods. An outline should be arranged under these two heads, though it must be understood that the subjects under the head of culture must be taught in such a way as to teach method also.

A.—CULTURE SUBJECTS

I. Mechanics of reading.
   1. Time.
      a. Definition.
      b. Function.
      c. Causes of rapid time.
      d. Causes of slow time.
      e. Examples of different time.
      f. Methods of teaching.
   2. Grouping.
      a. Purpose.
      b. Relation to time.
      c. What determines grouping.
      d. Influence of punctuation.
      e. Grouping in different grades.
      f. Practice in marking groups.
      g. Methods of teaching.

3. Melody.
   a. Definition.
   b. Function.
   c. Relation to emphasis.
   d. Main idea.
   e. New idea.
   f. Related ideas.
   g. Motive apart from emphasis.
   h. Definition and function of key.
   i. Different keys.
      High, low, medium.
   j. Definition and functions of inflections.
   k. Different inflections.
      Falling, rising, circumflex.
   l. Methods of teaching.

4. Force.
   a. How reading differs from declaiming.
   b. Function of force.
   c. Definition and functions of stress.
   d. Different kinds of stress.
      Radical, final, median.
   e. Methods of teaching.

5. Quality.
   a. Function.
   b. The different qualities.
      Bright, dark, normal, gutteral, aspirate, orotund.
   c. How to secure correct quality.
   d. Atmosphere.
   e. Methods of teaching.

II. Interpretative reading.

1. Types and figures of speech.
   a. Function and definition of types.
   b. Definition and discrimination of figures.
      Metaphor, simile, allegory, metonymy, synecdoche, personification, apostrophe.
   c. Exercises for practice.
   d. Methods of teaching.

2. Effects.
   a. Function and definition.
   b. Classification.
      Incident, character, mood, kind, degree.
   c. Exercises for practice.
   d. Methods of teaching.

III. Literature. (This part of the work should be the last taken in the course, and is to be adapted to the time and the needs of the class. It can be extended indefinitely.)

1. American authors: birthplace, education, occupation, characteristics, and most important works.

A. Colonial period. (1607-1765).
John Eliot, Cotton Mather, JONATHAN EDWARDS.

B. Revolutionary period. (1765-1789).
a. Prose: BENJAMIN FRANKLIN, THOMAS JEFFERSON, James Madison, Alexander Hamilton, John Adams.
b. Poets: John Trumbull, Francis Hopkinson.
c. Orators: Patrick Henry, Josiah Quincy.

C. Period of the Republic. (1789-1906.)
i. National beginnings. (1789-1815).
a. Poets: Francis Scott Key, Joseph Hopkinson.
b. Biographers: John Marshall, William Wirt.
c. Essayists: Thomas Paine, Noah Webster.
d. Orators: Fisher Ames, John Randolph.
ii. Golden age. (1815-1870).
a. Poets: WILLIAM CULLEN BRYANT, Joseph Rodman Drake, Fitz-Greene Halleck, EDGAR ALLEN POE, JOHN GREENLEAF WHITTIER, HENRY WADSWORTH LONGFELLOW, Alice and Phoebe Cary.
b. Historians: William H. Prescott, George Bancroft, John Lothrop Motley.
c. Essayists: WASHINGTON IRVING, RALPH WALDO EMERSON, JAMES RUSSELL LOWELL, OLIVER WENDELL HOLMES.
d. Humorists: Charles F. Browne, ("Artemus Ward"), David R. Locke.
e. Orators: DANIEL WEBSTER, Edward Everett, Henry Ward Beecher, Wendell Phillips.
f. Novelists: JAMES FENIMORE COOPER, NATHANIEL HAWTHORNE, Harriet Beecher Stowe.
iii. Present age. (1870-1906).
a. Poets: Thomas Bailey Aldrich, Sidney Lanier, Celia Thaxter, Walt Whitman, EUGENE FIELD, James Whitcomb Riley.
b. Historians: John Bach McMaster, John Fiske, Theodore Roosevelt, Edward Eggleston.
c. Essayists: John Burroughs, Edward Everett Hale, George William Curtis, Charles Dudley Warner, Hamilton Wright Mabie.
d. Humorists: Samuel L. Clemens ("Mark Twain"), Robert J. Burdette.
e. Orators. James G. Blaine, William Jennings Bryan.
f. Biographers: John Hay, Ulysses S. Grant, Julian Hawthorne.
g. Novelists: William D. Howells, Henry James, Frank R.

Stockton, Mary E. Wilkins, Lewis Wallace, Helen Hunt Jackson, Francis Bret Harte, George W. Cable, Thomas Nelson Page, James Lane Allen.

2. Selections for reading (with a view to expression and ability to explain the thought).

a. Didactic and moral.

Elegy Written in Country Churchyard—Gray.
The Chambered Nautilus—Holmes.

b. Oratorical.

The Gettysburg Address—Lincoln.
Liberty and Union—Webster.

c. Dramatic.

Lochinvar—Scott.
Barbara Frietchie—Whittier.
Paul Revere's Ride—Longfellow.

d. Narrative and descriptive.

The Lady of Shalott—Tennyson.
How They Brought the Good News From Ghent to Aix —Browning.
The Gray Champion—Hawthorne.

e. Humorous.

A Curtain Lecture—Jerrold.
Whitewashing the Fence—Clemens.

IV. Pronunciation and articulation.

1. Pronunciation.

a. Use of the dictionary.

Table of contents.
Symbols.
Rules.
How to find words.

b. Diacritical marks.

2. Articulation.

a. Importance.
b. Methods of instruction.
c. Exercises.

Labials.
Dentals.
Palatals.
Nasals.
Liquids.
Aspirate.
Hard combinations.
Long words.

B.—METHOD SUBJECTS.

I. Primary Reading.

1. Features of various methods.

a. Alphabet.
b. Phonic.

c. Word.
d. Sentence.

2. The correct principles.
   a. The most convenient unit for teaching.
   b. Use of sentences as early as possible.
   c. Immediate connection between words and things.
   d. Early phonic work.
   e. Using the child's love of action.

3. Methods of teaching words and sentences.
   a. The child's vocabulary.
   b. The desire to read.
   c. Teaching the first words.
   d. What the first words shall be.
   e. Using the words in sentences.
   f. Change from script to print.

4. Methods of teaching phonics.
   a. At first separate from reading.
   b. What sounds shall be taught.
   c. How sounds shall be taught.
   d. Analysis of words into sounds.
   e. Sound symbols, or phonograms.

5. Outlining a course.
6. Dramatizing.
   a. Advantages.
   b. Methods of work.

II. Intermediate and advanced methods.

1. Cassification of material.
   a. Material of average difficulty.
   b. Material of highest literary quality.
   c. Material of value for information only.
   d. Material too difficult for oral reading.
   e. Material for sight reading.

2. Parts of the recitation.
   a. Drill in articulation.
   b. Recitation proper.
      Reading.
      Questioning.
      Interpreting.
   c. Assigning the next lesson.
      Selection.
      Length.
      New words and ideas.
      Work for pupils to do.
   d. Supplementary reading.
      Purpose and value.
      Quality.

Difficulty
Methods of handling.

3. Getting good expression.
   a. Importance of getting the thought.
   b. Importance of feeling the emotions.
   c. Importance of getting the right mental attitude.
   d. Use of questions.
   e. Use of substitutions.
   f. Use of child's experience.
   g. Use of child's imagination.
   h. Value of good models.
   i. Necessity of careful assignment.
   j. Necessity of right material.
   k. Obstacles.
      The "reading tone."
      The book.
      Difficulty with words.
      Difficulty with thought relations.
      Wrong mental attitude.
      Influence of other lessons.

E. B. SHERMAN, Columbus,
A. A. REED, Superior,
ALICE HOWELL, University of Nebraska,
Committee.

ARITHMETIC.

As the teacher takes up this work let her bear in mind these things: First, a teacher can teach only that which she thoroughly understands, and as she is sending from her classroom those who shall without further study attempt to teach this subject, let her see to it that they have a clear view of every topic taken up. In the second place, keep constantly in mind as she prepares her work and as she presents it, that no matter what fine spun theories she may present, the method her pupils will use will be the methods she exemplifies before them. They will teach as she teaches and not as their grade teacher did, for when they were with the grade teacher they were not old enough to notice method. Let some such plan of a recitation as follows be consistently used:

1. **Assigning** next day's lesson, indicating difficult points, with suggestions as to how to prepare.
2. **Reciting** to-day's lesson, consisting of—
   (a) Testing individual preparation in various ways.
   (b) Correcting false and clearing up doubtful impressions.
   (c) Drilling on essential points by whole class.

The work of the class should be along two lines: Academic work which must constitute the major part, and Methods and Devices. The committee do not think it best to separate this work in detail, but yet

the teacher must so plan her work. For convenience we shall here set forth what we think should be done in each, but do not recommend that it be so done in the classroom.

ACADEMIC WORK

In the academic work one recitation each week should be given strictly to Mental Arithmetic. Select some good text and furnish each child with one. Assign definite lessons and expect the same preparation as you do for written work. One of the reasons that mental arithmetic has fallen into disrepute is because we as teachers have made what little work we did offer desultory and fragmentary. In addition to this regular period use five or ten minutes of each recitation for easy oral problems, bearing directly upon the topic under consideration and introducing the topic for the next recitation. Since it will be impossible to cover all classes of work in the nine weeks given to the subject, we recommend that the following be offered:

1. Rapid combination drills in integers, fractions and denominate numbers.

2. Problems dealing with ordinary business transactions such as small bills; involving fractional parts of one dollar; discounts and interest.

3. Measurements.

4. Ratio, with special reference to its application in solution of problems.

Analysis.—The present generation of pupils have had no training along this line and to this phase of the work the teacher must give special emphasis. The state superintendent declares that the papers now coming to his office prove clearly that teachers themselves have no real conception of mental arithmetic. They are forced to solve simple problems algebraically. This must not be countenanced in mental arithmetic. It would seem to us that it would be well to carry this work almost daily by assigning one or two problems just for analysis. Have many handed to the teacher in writing that she may see that each pupil has a clear form of analysis of the ordinary problems that should be solved without the aid of pencil and paper.

If no text is at hand for this work, we recommend Dr. Brooks's "New Mental Arithmetic," published by Christopher Sower Co., Philadelphia. Make a careful study of his preface and all suggestions to teachers.

In the written work we think the following topics should be covered first, then if time permits, others may be added:

1. Notation and numeration. Merely a rapid glance at the two methods of notation, the principles underlying each and the advantages of the Arabic over the Roman. There should be some drill in numeration of Roman notation. Do not allow the class to leave your hands until they habitually read the ordinary Arabic correctly. One-half of

the teachers in the schools to-day do not know that the "and" should be used only in reading MIXED numbers.

2. A short review of the fundamental operations. The emphasis here should be placed upon checking. Give problems that arise by use of the technical terms applicable to these operations. More will be said of this topic under Methods and Devices.

3. The three special forms of Division—

(a) Fractions, Common and Decimal.

(b) Percentage and the most important of its applications.

(c) Ratio and Proportion.

As suggested by the arrangement above, these subjects are really only different forms of division and should be treated as very closely related. They should be divested of the mystery that is usually thrown around them. Common sense methods should be used in teaching them. Percentage should be taught as a case in fractions. The subjects should be carried along together and thus prepare the would-be teacher to so present them to her classes.

4. Measurements.

(a) Review of common tables.

(b) Actual use of ruler; yard stick; measures, both dry and liquid; and scales, wherever possible.

(c) Much work in areas and capacities—too much work cannot be offered here. Plastering, carpeting, and problems requiring number of bushels, gallons, etc., are invariably stumbling blocks.

5. Square Root and its applications.

METHODS AND DEVICES

It is meant that this work shall be done in connection with the regular class work. Of necessity some time must be given wholly to this phase of the subject.

1. Teaching the fundamental operations.

Pupils should leave this class with a clear distinction between counting and adding. That is to say, they should be given enough work in rapid addition and subtraction to learn the value of knowing combinations as soon as they see the figures. No better way can be suggested than to drill upon combinations of two figures; then three, four and five. Such columns should be added at sight **correctly.** When they find the value of such practice, that they will use it in their classes is unquestionable. Methods of presenting and drilling upon the multiplication "tables" should be given them. If not already using the "Austrian method" of arrangement in Division they should be taught it at the start and not be allowed to use any other method in this class. By this method we refer to the placing of the quotient above the dividend and any digit in the quotient exactly above the last digit of the dividend used or "brought down." The value of

checking subtraction by addition, and multiplication and division by each other, should be firmly fixed.

2. Visiting the grades to see some of the strong teachers present the most vital topics. This should be done under the direction of the superintendent of the schools, that only best methods be observed. There should be one hour spent in each of the lower grades. After these visits there should be a conference, in which the teacher, the superintendent, the class and their high school teacher, may discuss the recitation observed. This means that these conferences must be after hours' meetings, but we believe this will be gladly done by all concerned.

3. Each pupil in the class should have an opportunity to present to his classmates one or more topics. Assign this work several days in advance that the pupil-teacher may make careful preparation for his maiden effort. After his part of the work is done, the teacher and class should discuss the pupil-teacher's work.

4. There should be a careful study of the problem something as follows:

(a) Reading the problem.
(b) Solving by indicated processes only.
(c) Checking by approximate computations.
(d) "Blocking out" the problem.
(e) Making of problems in each subject, for actual use in the recitations.

It has been suggested that we amplify this last somewhat. We mean by reading the problem that the primal difficulty in problem work is that the child does not read it. He glances at it and proceeds to **do something with pencil** and thinks that he is solving the problem. For preparation have a great many problems read carefully and the recitation consist of merely telling how to solve; "b" is only the written form of "a." On other days assign many problems and require the work to be merely indicated. Do the mechanical work in the classroom. The use of approximate results is scarcely ever used to any advantage. When a child has read a problem let him mentally estimate by use of approximate numbers about what his answer should be. Then as he goes through the process of computation he will have something to tell him he has made some fatal blunder in his work. By merely misplacing a decimal point he may have an answer ten times too large. Suppose it is one of those in percentage, as: A house costs $850.00. The yearly taxes are $18.00, the water $5.00, repairs $13.00. It rents for $8.00 per month. What per cent does the owner realize on his investment? The child reasons thus: He receives $96.00, but pays out $36.00; this leaves him $60.00. Now if his house had cost him $800.00, he would have exactly 7½ per cent, but since it cost him more than $800.00 his investment will pay him a little less than 7½ per cent. By blocking out the problem is meant only the sketching of the conditions to help visualize them. It will be the in-

troduction to the use of the graph. We know of nothing that will help a pupil so much as to actually make his own type problems. We are satisfied that a mere trial of this will establish its use.

We suggest that every teacher to whom is assigned this very great responsibility secure three or four of the latest texts and go carefully over the prefaces, suggestions to teachers, and read the Manuals which accompany all good texts. As a help to the teacher we suggest the following as being good modern texts: Walsh's, Smith's, Durell and Robbins', Ferrell's, Young and Jackson's, Werner's (Hall's) and McNeill's Mental Arithmetic. We recommend also that she read three or four good books bearing directly upon this subject such as "Methods in Written Arithmetic," Cook; "Teaching of Elementary Mathematics," Smith; "Psychology of Numbers," Dewey and McClellan.

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Committee.

ENGLISH GRAMMAR.

TECHNICAL ENGLISH.

I. Brief sketch of the development of the English language.
II. The sentence.
  A. Analysis into elements.
    1. Classification of elements.
      a. Primary elements.
        1. Subject—bare, complete.
        2. Predicate—bare, complete.
        3. Complement—object, attribute, objective.
      b. Secondary elements.
        1. Adjective.
        2. Adverbial.
        3. Noun, or substantive.
        4. Connective.
        5. (Independent).
    2. Composition of elements.
      a. Words—derivatives, prefixes, suffixes.
      b. Phrases—prepositional, infinitive, participial.
      c. Clauses—independent, dependent.
  B. Classification of sentences.
    1. As to structure—
      a. Simple.
      b. Complex.
      c. Compound.
    2. As to use—
      a. Declarative.
      b. Interrogative.
      c. Imperative.
      d. Exclamatory.

C. A careful review of the use of capitals and marks of punctuation.

D. Examples, analysis, verification—

The study of the sentence is fundamental. The teacher should select typical sentences for illustration. She should develop all definitions rapidly and simply as with younger classes. Pupils should be required to verify analysis and classification by accurate application of the definition. Drill work is essential.

The pupils should be required to bring to class appropriate illustrations of all definitions.

III. The Parts of Speech.

A. General study.

1. Origin of "parts of speech"—Definitions.
2. Drill in recognizing parts of speech.
3. Diagraming or graphic representation of the parts of speech.

B. Detailed review.

1. The Noun.
   - A. Classification.
     1. Proper.
     2. Common.
        - a. Class; b. Abstract; c. Collective; d. Verbal.
   - B. Modifications.
     1. Person.
        - a. First; b. Second; c. Third.
     2. Number—singular, plural.
        - a. Rules for formation of plurals.
        - b. Application of same in accurate drills.
     3. Gender—masculine, feminine, common, neuter.
        - a. Definitions and drills.
     4. Case—Nominative or subjective, objective, possessive.
        - a. Special drills in case construction.
        - b. Use some word as **doctor** in all possible constructions in each case.
        - c. Special drill exercises in possessives.
   - C. Syntax.
     1. Rules and well selected illustrations.
   - D. Parsing.
     1. The Noun.
     2. Classification.
     3. Person.
     4. Number.
     5. Gender.

6. Case.
7. Construction.
8. Rule of syntax.

2. The Pronoun.
   A. Classification.
      1. Personal—simple, reflexive.
         a. Special drills in personal pronouns.
      2. Demonstrative.
      3. Interrogative.
      4. Relative, or conjunctive—simple, compound, double.
         a. Special study of relative pronouns and antecedents.
         b. Drills in case constructions.
      5. Indefinite—distributives, number and quantity, comparatives, reciprocals.
   B. Modifications. (Same as nouns.)
   C. Declension.
      1. Personal pronouns.
      2. Demonstrative pronouns.
      3. Relative pronouns.
   D. Syntax.
   E. Parsing.
      1. The pronoun.
      2. Classification.
      3. Antecedent.
      4. Person.
      5. Number.
      6. Gender.
      7. Case.
      8. Construction.
      9. Rule of syntax.

3. The Adjective.
   A. Classification.
      1. Descriptive—common, proper, participial.
      2. Definitive.
         a. Pronominal—demonstrative, indefinite, interrogative, distributive, relative, possessive.
         b. Numeral—cardinals, ordinals, fractionals, multiplicatives.
         c. Article—definite, indefinite.
   B. Comparison, ascending or descending.
      1. Positive degree.
      2. Comparative degree
      3. Superlative degree.

      } Give exercises in regular and irregular comparisons. Adjectives not compared.

   C. Syntax

1. Rules and illustrations.

D. Parsing.
1. The adjective.
2. Classification.
3. Degree.
4. Comparison.
5. Construction.
6. Rule of syntax.

4. The Verb.

A. Classification.
1. Finite verbs.
a. Form—regular, irregular, complete, defective, redundant.
1. Drill on principal parts of irregular verbs.
b. Use—transitive, intransitive.
1. Drill in distinguishing between these uses.
2. Infinite verbs—infinitives, participles.
a. Careful study with drill exercises.

B. Modifications.
1. Voice—active, passive.
a. Careful study of voice.
b. Drill in discriminating between active and passive.
c. Voice in relation to transitive and intransitive uses.
2. Mode.
a. Finite modes—indicative, subjunctive, imperative, potential.
b. Infinite modes—(infinitive), (participial).
3. Tense—present, past (imperfect), future, present perfect (perfect), past perfect (plu perfect), future perfect.
4. Person—first, second, third.
5. Number—singular, plural.

C. Conjugation.
1. Regular verb.
2. Irregular verb.
a. Special study of shall and will, may and can, sit and set, lie and lay, etc.

D. Syntax.
1. Rules and illustrations.
2. Drills in agreement of verb with various kinds of subjects.

E. Parsing.
1. The verb.
2. Class as to form.
3. Principal parts.
4. Class as to use.
5. (Voice.)
6. Mode.
7. Tense.
8. Inflection of tense.
9. Person.
10. Number.
11. Construction.
12. Rule of syntax.

5. The adverb.
A. Classification.
1. As to use.
a. Simple.
b. Conjunctive.
2. As to meaning.
a. Time and succession.
b. Place and motion.
c. Manner.
d. Cause, purpose, reason.
e. Condition.
f. Measure and degree.
g. Doubt.
h. Affirmation and negation.
B. Comparison (See comparison of adjectives).
C. Syntax.
1. Rules and drill exercises.
D. Parsing.
1. The adverb.
2. Class as to use.
3. Class as to meaning.
4. Comparison.
5. Construction.
6. Rule of syntax.

6. The preposition.
A. Kinds.
1. Simple.
2. Complex (phrasal).
3. Compound—one word, two words.
B. Relationship.
1. Antecedent.
a. Verb.
b. Noun.
c. Adjective.

d. Adverb.
e. Infinitive.
f. Participle.
g. Phrase.
h. Clause.

C. Syntax.
1. Special points to notice.
2. Use of words with appropriate prepositions following.
3. Drills in choice of appropriate prepositions.

D. Parsing.
1. Preposition.
2. Relationship.
3. Rule of syntax.

7. The conjunction.

A. Classification.
1. As to use.
a. Co-ordinate.
b. Subordinate.
2. As to meaning.
a. Copulative.
b. Adversative.
c. Correlative.
d. Alternative.
e. Causal.
f. Conditional.
g. (Phrasal).

B. Syntax.
1. Rules and illustrations.
2. Special drills.
a. Conjunctive adverbs.
b. Distinguish between **that, but that, but what.**

C. Parsing.
1. The Conjunction.
2. Class as to use.
3. Class as to meaning.
4. Syntax.
5. Construction.

8. Interjections.

A. Definition—Distinguish clearly from other parts of speech.

B. Kinds of feeling expressed.
1. Joy.
2. Sorrow.
3. Wonder.
4. Wish.

5. Praise.
6. Surprise.
7. Pain.
8. Contempt.
9. Aversion.
10. Expulsion.
11. Desire or call for attention.
12. Exultation.
13. Mirth.
14. Salutation.
15. Call for silence.
16. Dread.
17. Languor or weariness.
18. Desire for stop.
19. Parting thought feeling.
20. Feeling of discovery.
21. Question feeling. (This list may be changed or added to as pupils understand the subject.)

C. Drills in correct interpretations of interjections.
D. How words used as other parts of speech become interjections.

IV. Discussion of methods.
1. Development of definitions.
2. Drill work to fix same in mind.
3. Order of presentation of subjects.
4. Preparation of lesson plans.
5. Correction of mistakes—oral, written.

APPLIED ENGLISH.

I. Composition.
1. Right choice of words.
2. Clear expression of thought.
3. Margins and paragraphing.

II. Business and social forms.
1. Common business papers.
a. Correct spelling, punctuation and form.
2. Letters.
a. Correct form.
b. Proper folding.
c. Correct address.

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GEOGRAPHY.

AIM.

1. The Normal course should be made a review of grade and

high school geography, emphasizing method of teaching the subject.

2. The instruction should be offered by persons who are trained in geography teaching.

3. The teaching should be made concrete rather than abstract. Field, experimental and observational work should be employed to bring out geography facts and types.

4. Of the nine weeks, two weeks should be devoted to general principles of geography; two weeks to a comparative study of continents; two weeks to the United States; and three weeks to Nebraska, including exercises in home geography.

OUTLINE OF COURSE.

I. General discussions to show what Geography is; its place in the schools; and how it is related to other subjects. (Time 3 weeks.)

1. The View Point—Definition of subject. Why classed as one of the five essentials? What are geography facts? What are the purposes of geography instruction? How is the subject related to nature study? To Agriculture? Botany? Zoology? Reading? Explain the definition, "Geography is the study of the earth as the home of man and of life in general." How does the earth influence man? What is meant by the terms "relation," "control," "type?" Give examples to illustrate each.

2. Parts of the Earth or the Spheres of Influence—Study each sphere in general, giving its position, form, mass, extent, physical and chemical character. Compare the atmosphere and the water sphere (Hydrosphere) in motion, compressibility, elasticity, resistance to motion, etc. Can you see, weigh, and hear each? How are the atmosphere, hydrosphere and lithosphere related? To what sphere do living things belong? In what sphere are most plants and animals found and why?

3. Geographic Influences—Define. How are animals related to air, to water and to the ground? As shown by its structure to what spheres is a duck adapted? A fish? In what ways does the atmosphere influence (1) crops, (2) animals and (3) man? Note some of the effects of sunshine, temperature, wind and rainfall. Why do we study these weather and climatic elements in geography? What relations exist between mineral industries and the rock formations? Between topography and travel? Drainage and disease? Soil and agriculture? Harbors and cities? Make an outline to show the principal geographic influences. Which of these affect people most?

4. Departments of Geography—Compare; give relations of each to the other.

A. Physical—Define, facts of
B. Industrial—Define, facts of
C. Commercial—Define, facts of
D. Political—Define, facts of

5. Geography by Grades.

A. Home geography—Purpose. Relation to nature study. Why important? What does it include? How taught? Enumerate the home geography relations.

B. The Primary Text—When introduced. Relation to home geography. Foreign relations in geography. How use the text.

C. The advanced text. When introduced? Why follow Primary text? Do we spend too much time on the primary or advanced texts? Why cover about the same ground in each? In what respects do the texts differ? How use text?

D. Regional Geography—Define. Purpose. How like home geography? Why follow advanced text?

6. Study of Geography Texts. Compare the Frye, Dodge, Natural and the Tarr and McMurray series, noting in each the illustrations, maps, exercises, questions, style, plan, continuity of plan, sequence of subjects and the fitness of each book in its series for the grades for which it was written. Which series emphasizes physical features most? The Industrial? Which is best adapted to country schools? To town and city schools? Which is written most from the view point of children? Of the geographer? Which is easiest taught? Which gives the best notion of geography as a whole?

7. Illustrative Materials and Methods of Instruction. Give a few periods to the use of specimens with which to illustrate the forms of industries; the handling of globes; making and interpretation of maps, and to field excursion.

II. Comparative Study of Continents. (Time two weeks.)

Study and compare continents as to position, form, area, coast line, mean annual temperature, heat belts, wind systems, rainfall, relief, drainage and topography, vegetation, native animals, people, political divisions, governments, resources, products, industries, commercial centers, methods of transportation and trade routes.

III. Geography of the United States. (Time, two weeks.)

Use Russell, Dodge, Powell, Frye, and Tarr and McMurry as references. Follow outline in Complete Geography by Tarr & McMurry or in Dodge's Advanced Geography. See library references. Do laboratory work with weather and topographic maps, climatic charts, wall maps, etc.

IV. Geography of Nebraska and Home Geography. (Time, three weeks.)

Use topographic maps, geological atlases and folios, and illustrative material. Text—Geography of Nebraska. Follow outline of text. Discuss method of teaching text and subject. The questions at the end of each chapter of text will serve to bring out geographic relations and as a basis of home studies. Make frequent use of library and of McMurry's Excursions and Lessons in Home Geography.

EQUIPMENT.

Secure weather maps from Section Director of Weather Bureau, Lincoln; Climatic Chart from Department of Agriculture, Washington, D. C.

Topographical Maps—See directions in Geography of Nebraska.

Topographic Atlases, 1, 2 and 3, U. S. Geological Survey, Washington, D. C. These are 25 cents each, except No. 3, which is 50 cents.

Scotts Bluff Folio, 25 cents; U. S. Geological Survey.

Physical Maps.

Political Maps.

Blank Maps of United States and of Nebraska.

Drawing Materials.

Geologic Atlases 28, 30, 70, 74, 81, 83, 87, 88 and 112. The United States Geological Survey, Washington, D. C. Send for prices.

Thermometer.

Maximum and Minimum Thermometer.

Rain Gauge.

Mineral and rock specimens with which to show processes, industries, structure and soils.

Laboratory work may be done according to either of the following laboratory guides: Brigham, D. App. & Co.; Trafton, Ginn & Co.; Wright, Field Laboratory and Library Manual in Physical Geography; Atkinson, Mentzer & Grover, Laboratory Manual in Physical Geography.

LIBRARY REFERENCES.

These should be in the general teachers' library, where they may be consulted by the Normal class.

The Journal of Geography, $1.50 per year, Syracuse, N. Y., and the National Geographic Magazine, $2.50 per year, Hubbard Memorial Hall, Washington, D. C., are indispensable.

The following are recommended for reference:

Adams' Elc. Commercial Geography—D. Appleton & Co.

Barbour, Vol. 1, Nebraska Geological Survey (out of print)—Nebraska Geological Survey.

Brigham, Geographic Influences in American History—Ginn & Co.

Brigham, Geology—D. Appleton & Co.

Carpenter, Geographical Readers—American Book Co.

Chamberlain & Salisbury, Geologic Processes, Vol. 1—Henry Holt & Co.

Condra, Geography of Nebraska—University Pub. Co.

Davis, Elementary Physical Geography—Ginn & Co.

Davis, Elementary Meteorology—Ginn & Co.

Davis-King-Collie, Government Maps in Public Schools—H. Holt & Co.

Dodge, Series of Geographies—Rand, McNally & Co.

Dryer, Physical Geography—American Book Co.

Frye, Series of Geographies—Ginn & Co.

Gannett-Garrison-Houston, Commercial Geography—American Book Co.

Gilbert and Brigham, Introduction to Physical Geography—D. Appleton & Co.

Hitchcock, The Louisiana Purchase—Ginn & Co.

King, Methods and Aids in Geography—Lee & Shepard.

McMurry, Special Methods in Geography—Macmillan Co.

McMurry, Excursions and Lessons in Home Geography—Macmillan Co.

Mill, etc., International Geography—D. Appleton & Co.

Norton, Elements of Geology—Ginn & Co.

Parker, How to Study Geography—D. Appleton & Co.

Powell, etc., Physiography of the United States—American Book Co.

Redway, New Basis of Geography—Macmillan Co.

Ries, Economic Geology of the United States—Macmillan Co.

Russell, North America—D. Appleton & Co.

Semple, American History and Its Geographic Conditions—Houghton, Mifflin & Co.

Tarr, New Physical Geography (Revised)—Macmillan Co.

Tarr and McMurry, Series of Geographies—Macmillan Co.

The World and Its People (the series)—Silver, Burdett & Co.

The larger schools may be able to secure a complete set of the Twelfth Census from the United States Department of Commerce and Labor, Washington, D. C.

Water Supply Papers and other bulletins published by the United States Geological Survey are valuable references and free, when not out of print.

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UNITED STATES HISTORY.

AIM AND SCOPE.

I. The object to be kept in mind should be to prepare young people to teach United States History in the rural schools. Those who can teach history well in the rural schools can teach it in any grade in the town school. But the reverse is not true. The course should be for those mature enough to teach, others will not get the best results from it. The course should be given in the senior year, and be built upon previous history work done in the high schools and grades.

II. What the teacher of United States History in the rural schools should know before attempting to teach the subject:

A. He should know the aim or purpose of the subject—the purpose of the subject as a science, and the reason for its be-

ing in the course of school instruction. Unless he has definite ideas on this, his work is liable to be aimless, scattered, and result in no definite accomplishment.

1. He should know the definition of history and understand it thoroughly—so thoroughly that he can continually test his work by it, and point out its application as the study proceeds.

2. He should know, too, that in our country, where the welfare, stability, and efficiency of the government rests primarily on the intelligence of the citizens, the most important part of this intelligence is derived from the study of history.

B. He should have a good grasp of the facts of the portion of history he expects to teach. This means the whole of American history, including the biographies of the prominent characters.

1. Unless he has this knowledge before beginning to teach—

a. He will be overwhelmed with the daily preparation of lessons.

b. He will go wrong continually in guiding the student, because he has not himself a clear view of the goal to attain.

2. This does not mean that he should know all the minutiae of that history, but the broad lines of development, the important features, the prominent characters and events, and should be able to trace the development of our principal institutions, movements, and activities. He should be able to give briefly a comprehensive outline of the whole subject.

C. The teacher of history should be a student of history, and as a student he should know how to proceed—

1. To find materials—the sources for his study.

2. To collect and sift facts, and estimate their relative worth.

3. To group them into logical form.

4. And to present his accumulated facts in what seems to him a truthful account of the subject considered, based on the evidence at his command.

5. He should know something of the value of the works he has at his command, or has access to. He should become acquainted with at least a few of the better authors, know the difference between the original sources and the secondary writers, and the peculiar value of each.

D. The teacher of history should have some knowledge of the relative importance of the various portions of history as found in the text or outline, so that he may wisely select, if

for some reason his class should not be able to complete the book, or outline, or course prescribed.

E. The teacher of history should have some knowledge of the work that may be, and ought to be, done in the various grades. He needs this knowledge, not only in planning the details of regular course work, but in order to arrange harmoniously the lower grade reading, supplementary work, etc., so as to produce the best results when the regular study of history is taken up later.

F. The would-be teacher of history should have some definite ideas of assigning lessons, directing pupils in the preparation of their lessons, and hearing recitations.

G. He should know that he will probably not find things ideal in the school which he engages to teach, but that he must fit his plans to the pupils and equipments until he can induce or produce changes for the better. While this is a general caution it should be made especially in the History department, where so commonly conditions are far from what they ought to be.

III. What the teacher of history should feel—

A. The subject of history is the most important of all, so far as making intelligent citizens of a free democratic government is concerned.

B. He must have a real desire to teach the subject well if he is to accomplish results.

C. The lessons from the study of history are numerous and valuable, but it rests largely with the teacher to make these apparent.

IV. What the course should include—

A. A consideration of the aim and purpose of history.

1. The definition—not a formal definition, but a concrete realization of its meaning. Emphasis to be placed on the evolutionary nature of history, its unity, and the relation of events to each other; interpretation of events and movements should be especially emphasized in this normal course.

2. An amplification of the definition and purpose of the subject in the classroom work.

B. A careful study of the main features of American history.

1. This should **not** be a **mere review** or a substitute for the regular course, but a **new** course so planned for each school that the student will receive a distinct addition to his knowledge of the history of the United States.

2. So much here depends on the teacher, the pupil, and the previous work accomplished, that a definite specified course might result in disappointment so far as results are

concerned; however, your committee ventures the following recommendations:

a. The subject should be taught by outline, rather than by following a single text-book; other methods are approved, as the "multiple text" plan; also the use of a single text with assigned readings from the sources and more advanced narrative works. All the recognized approved methods may be used, and ought to be explained.

b. "The Outline of American History by the New England Historical Teachers' Association," should be taken as a standard, but not slavishly followed.

c. The use of texts faulty either in fact or method of procedure should be avoided.

d. Since the whole of American history cannot be covered in one semester's work, only the most important points should be considered previous to 1763: (1) A very brief study of old world conditions that led to the movement may be made; (2) territorial claims by the various European nations should be noted—extension and extinction followed in general outline; (3) colonial development previous to 1750 should be confined mainly to Massachusetts, Virginia and Pennsylvania—and here only the principal institutional features should be noted; (4) the French-English rivalry, 1600-1750, and its culmination in French and Indian war should be studied in its broad outlines. In the period after 1763 all purely military operations of the wars should be omitted, and such other topics as the particular conditions of the case may require.

e. A short review of the Constitution of the United States should precede the study of the constitutional period.

f. The other topics of Civil Government should be reviewed as they occur in connection with the history.

g. The reference books used should be of the sort that may be used in the rural schools, rather than the larger works.

C. At least one paper should be prepared, showing the results of the intensive study of a short period or institution involving all the steps from the finding of the material to the completion of the narrative.

D. Chronological tables should be prepared by the student to indicate the steps of the development of all important institutions, etc.

E. Sketches of a few of the best authors should be given to show who they are, or were, position occupied, methods of work, so that the student-teacher has a familiar feeling with the works of an author, and can take an interest in his works that only comes with such familiarity.

F. The work that may be done in the lower grades may be taught by referring to the course of study in the home school and in the State Course of Study. This work should be outlined for each grade.

G. Instruction and practice should be given in laying off the work, assigning the lessons, giving direction for their preparation, and even hearing recitations. In connection with this part of the work, visits could be paid to the lower grades and where possible to some rural schools.

H. Short readings from some good elementary work on the teaching of history should be made, not so much for the information gained from the book as for inspiration, and for teaching them that there are such works. McMurry, Kemp, Hinsdale, Macy, Bourne and the Report of Committee of Seven are good.

V. The teacher of United States History should know more than he expects to teach. He should not only have a good understanding of American history, but also some knowledge of European history, especially that of England from 1500 on. The more he knows of European history the better he will understand and teach American history. Throughout this course the instructor should constantly keep in mind the preparation of teachers, and the student should have his notebook ready at all times to note helps and suggestions. An able teacher with an earnest desire to instruct, and a diligent student with an earnest desire to learn, cannot help but make a change in the teaching of history in the rural schools.

OUTLINE.

The American History department of the University has, at the request of the state superintendent, attempted a suggestive outline of a Normal Course in American History. Being intended as supplementary to and interpretative of the regular high school course, and not a substitute for it, the outline aims mainly at the bringing out of only the most important and significant items of the various periods covered, trusting to previous study and the daily preparation of the teacher for details and background. The department expresses its willingness to aid teachers of the state in adapting this outline to the varying needs and conditions of the different schools, and to make clear to inquirers, either in person or by letter, any portions of the outlined course that do not make themselves understood.

A.—The Colonial Period

I. Conditions leading to Old World discovery of America—

1. Commercial necessity of new trade-routes to Asia and India about 1450-1500.
2. Renaissance beginnings of revival of geographical theorizing as to **possible** new routes to the East.
3. Personality, training, ideals and ambitions of Columbus.
4. European conditions responsible for Spanish support of Columbus' experiment, and its "monopoly" of America for a century (1492-1607).

II. Rise of rival European colonizations in America—
1. English colonization of Virginia (1607) and New England (1620-1640), **with special emphasis upon the conditions in England responsible for the latter and influencing later development of the colonies.**
2. French colonization of St. Lawrence valley (1608) and expansion about Great Lakes and into Mississippi valley (1608-1687).
3. Dutch colonization of New York (1614-30) and Swedish colonization of Delaware (1638); quick absorption of Swedes by Dutch (1655) and Dutch by English (1664).

III. Chief institutions developed by English colonists in America, 1607-1754.
1. Varying forms of **local** self-government—
   a. New England "township" and "town meeting."
   b. Southern "county" (or "parish" and "vestry").
   c. Pennsylvania and New York combination of "township" and "county" systems.
2. Nearly uniform type of **colonial** (later state) government—
   a. Governor, appointed by king; veto power.
      1. Elected governor in Massachusetts, Connecticut, Rhode Island.
   b. Council (partially an upper house of legislature, partially governor's advisors), chosen by king or his officers; veto.
      1. Elected in Massachusetts, Connecticut, Rhode Island.
   c. House of Deputies, or Burgesses, or Representatives, elected by voters of colonies; **lay taxes,** pass laws, pay salaries of king's officers; generally serve as colonial supreme court.
   d. Religious, property and other severe restrictions upon suffrage and office holding.
3. **No permanent intercolonial union, or general organ for imperial authority in America.**
   a. English political control through Governors and Councils.
   b. English commercial control through trade laws, (1652-1696).

4. Union of church and state, except in Pennsylvania and Rhode Island.
   a. Congregational in New England; persecution of dissenters.
   b. Episcopal in Virginia, New York, Maryland, etc.; little persecution of dissenters.
   c. Separation church and state in Pennsylvania and Rhode Island for different reasons.
   d. General persecution and proscription of Catholics after 1680.
5. Sectional economic development—
   a. Northern commerce, fisheries, shipbuilding, small-farm agriculture, and "manufacturing;" free or "indentured" labor.
   b. Southern "plantation" (tobacco, rice, indigo) system; slave labor.
   c. Middle colonies' large-farm (corn, wheat, etc.) agriculture, commerce; free, "indentured" and slave labor.
6. Chief social variation from Old World—Development of "Westerner."
   a. Fundamentals of social life English from 1600 to 1800.
   b. Sectional variations, due to (1) character of settlers, (2) environment and its results.
   c. Influence of constantly extending "west," unlike anything in world from which colonists came.

B.—The Revolutionary Epoch (1754-63 to 1783)

I. The "French and Indian War" (1754-63) and its relation to the American Revolution.
1. "French and Indian War"—climax of French-English struggle for world-empire (including America).
2. Results—English world-supremacy; French expulsion from America; division North America between England and Spain.
3. Relation to Revolution—
   a. Revealed to England (1) American evasion "trade laws," (2) lack of imperial authority or organs of government in America, (3) American wealth and spirit; attempts to meet these by Parliamentary legislation one of main causes Revolution.
   b. Revealed to Americans their own strength and weakness of British; made sections acquainted; bred spirit of union.
   c. Burdened England with debt and large colonial system, leading to colonial taxation and administration reforms.

II. The Political Revolution (1764-1776)—
1. First English attempt to introduce "change of policy" in American colonies, 1764-66.

a. Causes—French and Indian War revelations (see I, 3, a); new king, parties, and conditions in England; advice of royal officers in Colonies.
b. Changes attempted—**enforcement** trade acts (Sugar Act, 1764), maintenance English army in America (Quartering Act, 1765), **Parliamentary Taxation** of Colonies (Stamp Act, 1765).
c. American opposition—"Englishmen's constitutional rights;" "no taxation without representation."
d. English repeal, but with "Declaratory Act."

2. Second attempt (1767-1770)—
a. Cause—new financial needs; belief that new method taxation not objectionable.
b. "Townshend Acts," 1767; trade, quartering, revenue.
c. American opposition—"Englishmen's constitutional rights," and also "natural rights of man;" "**no legislation** without representation."
d. English repeal of revenue act, except tax on tea.

3. Third attempt (1773), and endeavor to force colonial acceptance; Revolution and Independence.
a. Three years (1770-1773) preparation before new attempt to tax.
b. Cause of Tea Act, 1773; aid English East India Tea Co., and introduce **principle** of taxation.
c. Importation taxed tea, 1773; colonial return or destruction of tea; "Boston Tea Party."
d. English attempt to force acceptance; "Intolerable acts," 1774; colonial defiance (First Continental Congress).
e. Increased attempt to enforce (coercive acts of Feb.-Apr., 1775); colonial preparation for armed resistance (Second Continental Congress).
f. English declaration of colonial rebellion; colonial Declaration of Independence; setting up of independent **state** governments.

III. The Military Revolution (1776-1783)—
1. The war in the North, or the "struggle for the center" (Hudson valley), 1776-1777, 1777-1779; French alliance and aid; formation of the Confederation.
2. War in the West, and on the sea.
3. War in the South (1778-1781); new plan of British invasion; initial British success; period of American despondency; final American victory.
4. Peace—difficulties in beginning negotiations; Spanish and French attempt to limit boundaries; struggle over Tories; final terms.
5. Results of the Revolution on America, England, world-life.

C.—Constitutional Period

I. Formation of the Constitution, 1780-89—
   1. Failure of Confederation; reasons.
   2. Movements looking to a Constitutional Convention.
      a. By individuals, Washington, and others.
      b. By state legislatures, New York, Massachusetts, etc.
   3. Events hastening this movement.
      a. Lack of revenue.
      b. Commercial decay; separate state control.
      c. Shay's rebellion, 1786.
      d. Washington accepts leadership.
   4. The convention; membership; work, etc.
   5. Ratification by state conventions; form, reasons for, etc.
   6. Summary of arguments for and against constitution.
   7. The North-West Ordinance.

II. Putting the Constitution into operation, 1788-1793—
   1. Elections—congress, the president; organization.
   2. Creation of executive departments—State, War, Justice.
   3. Organization of the Judicial Department.
   4. Early measures.
      a. Revenue laws—tariff, internal taxes.
      b. Assumption State debts; funding national debt.
      c. The bank; broad and strict interpretation.
      d. A neutral policy proclaimed.

III. Foreign relations dominant, 1793-1815—
   A. During Federal party control, 1793-1801.
      1. French-English sympathies; English leanings.
      2. Jay's treaty; French opposition.
      3. X. Y. Z. affair; hostilities with France.
      4. Alien and Sedition laws.
      5. Virginia and Kentucky resolutions; State Sovereignty doctrine stated.
      6. Federal party splits; Adams vs. Hamilton; Republicans triumph.
   B. During Republican supremacy, 1801-1815.
      1. Foreign relations; French leanings.
      2. Simplicity; ceremonies abandoned; debt reductions, etc.
      3. Expansion—purchase Louisiana, arguments.
      4. War in Europe; Orders in Council and Decrees.
      5. Remedy for our wrongs; peaceful means; Embargo and Non-Intercourse.
      6. Insults by both England and France; war 1812.

IV. Nationality established, 1815-30—
   1. Disintegration and reorganization of political parties.
      a. Federalists disappear; "Era Good Feeling."
      b. National Republicans vs. Democratic Republicans.

2. Internal questions replace foreign.
   a. The bank.
   b. Protection; growth; becomes sectional.
   c. Internal improvements.
3. The westward movement and rise of western political influence.
   a. Florida annexed; eyes on Texas and the Pacific.
4. The slavery question begins to enter political discussion.
   a. The Missouri struggle.
   b. Compromise—the line 36' 30" drawn.
   c. First signs of a reaction towards strict construction and States' Rights.
5. The Monroe Doctrine.
   a. Rise of South American republics.
   b. The attitude of Europe; Holy allies.
   c. Real meaning; authorship.
6. The canal and railroad; the American character clearly in evidence.

V. Democracy triumphant, 1830-45; development of State Sovereignty Doctrine.
1. The people in power; Jackson their representative.
2. Reforms on one side; the spoils system on the other.
   a. Prison reform; imprisonment for debt ends; moral awakening; temperance movement; abolitionism.
3. Nullification.
   a. Its theory; Calhoun.
   b. Its overthrow; Jackson, Webster.
   c. Compromise of 1833 vs. "Force Bill;" Clay.
4. The slavery question; its development.
   a. Abolitionists; doctrines; Garrison.
   b. Right of Petition; J. Q. Adams.
   c. Change of Southern point of view; "Slavery a good."
5. The economic issues (losing political importance).
   a. Bank; tariff; currency.
   b. The crisis of 1837; its causes and effects.
   c. The independent treasury.
6. Development of internal improvements under States.

VI. The slavery issue dominant, 1845-1865—
1. Annexation of Texas; terms; effects.
2. The Mexican war; settlement of Oregon boundary.
   a. Causes of war; its justness.
   b. Territorial acquisitions; California, etc.; area; importance.
3. The question of status of the territories.
   a. Theories; congressional control; popular sovereignty; property rights doctrine.
   b. Compromise of 1850; terms; results.

4. The final events leading to Civil War.
    a. The Kansas-Nebraska bill.
    b. The Dred Scott decision.
    c. The struggle in Kansas; Lecompton constitution.
    d. Breach in Democratic party; Douglas.
    e. John Brown raid; Brown's trial and death.
    f. Election of Lincoln by Republicans.
5. The Civil War.
    a. Attempts to compromise, 1860-61.
    b. Outline events of war.
        1. Military—enlistment; draft; etc.
        2. Emancipation; effects.
        3. Economic; bank; tariff, etc.

VII. Reconstruction, 1865-1877—
1. Various theories and plans; presidential, congressional, etc.
    a. Military reconstruction, 1867.
    b. Amendments to Constitution.
2. "Carpet-bag" governments, 1868-77.
    a. Formation of the solid South; white supremacy restored.
3. Corruption and reform.

VIII. Development since 1877.
1. Party contests and principles; party names.
2. Foreign affairs.
    a. Purchase Alaska.
    b. Annexation Hawaii.
    c. The Spanish war and results.
3. Industrial problems.
    a. Labor issues.
    b. Transportation and the trust problems.
4. Economic problems.
    a. The tariff.
    b. The currency question; specie payments; the silver coinage struggle.
5. Social, religious and moral conditions.

H. W. CALDWELL, University of Nebraska,
C. N. ANDERSON. Kearney State Normal,
CORA O'CONNELL, Ashland,
Committee.

AGRICULTURE.

TWO SEMESTER (ONE YEAR) COURSE.

SYNOPSIS.

First semester.	Class Work Number of Periods.	Laboratory Work Number of Double Periods.
I. Farm animals	32	8
II. Milk and its products	20	5
III. Soils	12	3
Total	64	16
Second semester:		
III. Soils (continued)	12	8
IV. Field crops	18	12
V. Orchard and garden crops	18	12
Total	48	32

1. OUTLINE OF CLASS EXERCISES.

1. Farm Animals.

Horses.—The primitive horse as revealed by geological discoveries. Wild races and their habitat. Domestication by ancient peoples. Uses since earliest times. Classification of modern breeds according to types; draft, general purposes, roadsters; adaptation of each type. Development and characteristics of the leading breeds: draft—Percheron, English Shire, Clydesdale, Belgian, Suffolk; general purpose—French Coach, German Coach, Cleveland Bay; Roadsters—English thoroughbred, American trotter, Morgan, Hackney, Kentucky saddle horse, ponies.

Cattle.—Species, wild and domesticated. Distribution among ancient peoples. Classification according to types; beef, general purpose, dairy; adaptation of each type. Development and characteristics of the leading breeds: beef—Shorthorn, Hereford, Angus, Galloway, Polled Durham; general purpose—Red Polled, Brown Swiss; dairy—Jersey, Guernsey, Holstein.

Sheep.—Species, wild and domesticated. Distribution among ancient peoples. Classification, mutton, wool; adaptation of each type. Characteristics of each of the leading breeds: mutton—Shropshire, Hampshire, Southdown, Oxford, Cheviot, Dorset-Horned, Lincoln, Leicester, Cotswold; wool—American Merino, Delaine Merino, Rambouillet.

Swine.—Species, wild and domesticated. Early distribution. Classification according to types; lard, bacon; adaptation of each type. Development and characteristics of the important breeds: lard—Berkshire, Poland China, Duroc-Jersey, Chester White; bacon—Yorkshire, Hampshire, Tamworth.

Poultry.—History, types, breeds, etc. Classification of chickens according to types; laying, general purpose, meat. Characteristics of the leading breeds: laying—Leghorns, Minorca, Black Spanish, Hamburg; general purpose—Plymouth Rocks, Wyandotte, Orpington, Rhode Island Reds; meat—Brahmas, Langshans, Cochins. Turkey raising.

Food and Sanitation.—General principles to be observed in the feeding of all farm animals. Food requirements for body maintenance, meat and milk, with reference to quality and quantity of food. Palatability of foods. Regularity of feeding. Feeding and management of dairy cows, beef cattle, sheep, swine, horses, poultry.

Stable sanitation and prevention of diseases.

2. Milk and Its Products.

Milk.—Milk secretion. Composition of milk. Properties of milk. Milk solids, per cent and commercial value. The "milk dairy" and milk as food. Contamination of dairy products. Prevention of contamination. By-products of the dairy.

Cream and Butter.—The creaming of milk by gravity and centrifugal force. Ferments in milk and cream. Care and preparation of cream for market. Care and ripening of cream intended for butter-making on the farm. Care of dairy machinery and utensils. The marketing of dairy products. Profits from different methods of dairying. Finding profit or loss in animals and herds.

3. Soils.

Principles.—Origin and transportation of soils. Mechanical composition of soils. Plant food material in the soil (elements of fertility, fixation of plant food material). Humus. Relation of the plant to plant food material in the soil (available and unavailable fertility). Nitrification. Acretion of nitrogen through leguminous plants. Tilth, arrangement of soil particles. Forms in which water exists in soils. Movement of water in soils. Movement of air in soils. Relation of the soil to heat.

Management.—Plowing; manner, time, depth, frequency, for what crops, etc. Sub-surface packing; description, time, when useful, etc. Harrowing; methods, time, depth, frequency, etc. Cultivating; methods, time, depth, frequency, etc. Rolling and floating; methods, time, occasions. Crop rotations. Effect of grass crops. Use of barn-yard manure. Use of commercial fertilizers.

4. Field Crops.

Cereals.

Corn.—History and development of varieties, habits of growth, preparation of soil, planting, cultivating, harvesting, storing, improvement through seed selection, effect of environment, varieties adapted to different localities, disease, insect enemies.

Wheat.—Types, varieties, winter and spring, hard and soft, habit of growth, effect of environment, preparation of soil, planting, harrowing, harvesting, storing, improvement through seed selection, diseases, insect enemies.

Oats.—Varieties, habits of growth, effect of environment, improvement through seed selection, preparation of soil, planting, harvesting, diseases, insect enemies.

Barley.—Two and six rowed, varieties, uses, quality, planting, harvesting, insect enemies.

Rye, buckwheat.—Cultural methods.

Forage Crops.—Alfalfa, red clover, mammoth clover, white clover, alsike clover, brome grass, meadow fescue, Kentucky blue grass, orchard grass, sorghum, millet, timothy.

Treat each as nearly as possible according to the following plan: History, effect of environment, varieties, habits of growth, seed, selection of soil, preparation of soil, planting, care of field, harvesting, storing, seed raising.

5. Garden and Orchard Crops.

Location and site for gardens and orchards.

Elevation, aspect, soil, windbreaks, etc.

Laying out the grounds.

For fruit, vegetable and flower crops. For ornamental effects.

Propagation of plants.

By seeds—Stratifying, storing, scalding, soaking, planting seeds. Germination, seed testing. Preparing seed beds, cold frames, hotbeds, etc.

By separation— division, layerage—Bulbs, corms, tubers, suckers, stools, stolons, offsets, layers, etc.

By cuttings—Roots, tubers, leaves, growing stems, dormant stems, etc.

By graftage—Budding, inarching, root-grafting, top-grafting, preparation of grafting wax, etc.

Transplanting trees and plants—Digging, packing, unpacking, heeling-in, puddling, planting, pricking out, potting, shifting, etc.

Tillage of gardens and orchards—Cultivation, mulching, cover-crops, etc. Windbreaks.

Manures and fertilizers for horticultural crops.

Pruning and training—For growth and for fruit. Study of fruit buds. Treatment of wounds. Bush fruit, grapes, fruit trees, shade trees, shrubs, hedges, etc.

Protection of trees and plants against frost and freezing—Burying, mulching, wrapping, shading, whitewashing, etc. Foretelling frost. Relation of maturity to hardiness. Relation of soil moisture to winter injury.

Protection against insects, rodents, diseases, etc.

General types of injurious insects, diseases, etc. Preparation of spraying mixtures, use of spray pumps, etc.

Harvesting and storing fruits and vegetables.

Classification—Of shade trees, shrubs, hardy flowers, annual flowers, vegetables, fruits, etc.

Plant improvements—Variation and inheritance of plant characters Hybridization. Selection, etc.

II. OUTLINE OF LABORATORY EXERCISES.

1. Farm Animals.

Eight practice periods at nearby stock farms one day each week. Judging by use of score cards typical specimens of draft horses, roadster horses, beef cattle, dairy cattle, sheep and swine.

2. Milk and Its Products.

Milk testing, exercise to find the per cent of fat in whole milk by Babcock method.

Cream testing, exercise to find the per cent of fat in cream by a weighed eighteen gram sample, Babcock method.

Finding milk Solids—Exercise to find the per cent of milk solids by the use of the Quevenne Lactometer and Babcock milk test.

Testing a separator, exercise to find the capacity of a separator and its ability to skim closely.

Testing herds, exercise to find the value of all animals in a herd by weighing and testing the milk of each.

3. Soils.

Microscopic examination of soils.
Soil as distinguished from pulverized rock.
Taking soil temperatures.
Effect of drainage on soil temperature.
Effect of soil drainage upon growth of plant.
Power of loose soil to retain water.
Power of compact soil to retain water.
Power of humus to retain water.
Rate of percolation of water through soils.
A study of the rise of capillary water in soils.
Effect of mulches on evaporation of water from soils.
Humus in soils.
A study of humus in the soil.
Effect of lime on clay soil.
Effect of alkali and acid on physical nature of soil.
Flocculation of clay.
Absorption of gases.
Effect upon plant growth of plant food material in soil.

4. Field Crops.

Corn.—Placing ears of corn in the order of their excellence in respect to (1) butts, (2) tips, (3) shape of ear, (4) market condition, (5) shape of kernels, (6) space between kernels. At least two varieties.

Judging exhibits of corn with score card. At least two varieties.

Grading samples of commercial grades of corn, as yellow corn, Nos. 1, 2, 3; white corn, Nos. 1, 2, 3; mixed corn, Nos. 1, 2, 3, 4.

Testing samples for viability.

Study of structure of different types of corn, as pod, flint, flour, pop, sweet, dent.

Wheat.—Study of (1) hardiness, (2) texture, (3) color, (4) size of kernel; in durum, northern spring, hard winter, red winter and white winter wheat.

Examination of heads of Polish, common and durum wheat and of emmer and einkorn.

Grading samples of hard winter wheat, Nos. 1, 2, 3, 4, and rejected; spring wheat, Nos. 1, 2, 3, 4, and rejected.

Oats.—Examination of heads of side oats, and open panicle oats.

Grading samples of white oats, Nos. 1, 2, 3 and 4; mixed oats, Nos. 1, 2, 3 and 4.

Barley.—Examination of heads of two-row and six-row barleys, hulled and hulless varieties, bleached and sprouted, as compared with sound and properly colored kernels.

Grass Seeds.—Identification of grass seeds and detection of adulteration.

Clover Seeds.—Identification of clover seeds.

Millet Seeds.—Identification of millet seeds.

5. Garden and Orchard Crops.

Drawing plan for the ornamental planting of the school ground or of the home grounds. Drawing plan for small orchard and garden.

Preparing hotbed and sowing vegetable seeds in it. Sowing vegetable and flower seeds in flats indoors. Preparing seed bed and sowing seeds in the school garden.

Seed testing. Stratifying peach pits. Scalding honey locust seeds.

Examining the bulbs of tiger lily, corms of gladiolus, tip-layers of black raspberry. Separating stools of canna and rhubarb.

Making and storing hard wood stem cutting of grape, willow and various hardy shrubs; root cutting of horse radish; leaf cuttings of bryophyllum; soft wood stem cutting (slips) of geranium, etc.

Preparing grafting wax. Making root-grafts of apple. Budding willow cuttings.

Transplanting trees, shrubs, and small plants.

Examining and using garden cultivators, mulching trees and plants.

Studying fruit buds.

Pruning trees, shrubs and small fruits.

Preparing Bordeaux mixture and kerosene emulsion.

Examining stored vegetables.

Identifying shade trees, evergreens, ornamental shrubs, etc., on school ground.

Studying variation in samples of beans and corn, studying crossed popcorn and sweet corn.

III. EQUIPMENT FOR LABORATORY WORK.

1. Farm Animals.

Score card, measuring tape, food samples.

2. Milk and Its Products.

One ten-bottle Babcock testing machine, hand power.

Two dozen whole milk test bottles.

One dozen cream bottles fifty per cent.

One-half dozen cream bottles thirty per cent.

Two double neck skim milk bottles.

One dozen acid measures 17.5 cc.

One dozen pipettes graduated for both 17.5 cc. and 18.0 cc.

One dozen big mouthed four-ounce sample bottles.

T beakers, 250 cc.

Two Quevenne Lactometers, with jars for same.

One pair of cream scales to weigh grams.

One pair of dividers.

One spring balance milk scales marked to pounds and tenths of pounds.

3. Soils.

Glass plates (window glass cut in four and eight-inch squares will do).

Two dozen glass slides for microscope, identical with botany apparatus.

One compound microscope, identical with botany apparatus.

Three hand lenses.

One iron mortar and pestle.

Two dozen flower pots, (tin cans may be substituted.)

Three thermometers, graduated to 100 degrees C.

Soil auger, two inches with thirty-inch shank.

Five brass tubes or galvanized iron tubes, two inches in diameter, ten inches tall with perforated bottom one inch from end of tube.

Five brass or galvanized iron tubes, 15 inches tall, a perforated bottom one and one-half inches from end of tube, a solid bottom at end, an opening just above solid bottom fitted with one-fourth inch delivery tube; at the top, at right angles to delivery tube and one inch from top end, two one-fourth-inch delivery tubes placed opposite one another to allow water to flow across top of soil.

Five three-fourth-inch glass tubing, three or four feet long.

One frame to hold three tubes like above.

Five galvanized iron cylinders four inches in diameter, twenty-eight inches high, perforated two inches high around bottom, fitted with larger outside bottom for holding water about perforated end.

One porcelain crucible for igniting soils.

One dozen beakers.

One dozen four-ounce wide mouthed bottles.

One dozen eight-ounce wide mouthed bottles.

One graduate, 200 cc.

One solution balance, twenty kilo.

Soil, sand, gravel, loam, clay.

Fertilizers and chemicals; compost or well rotted manure, air slacked lime, common salt, sodium or potassium nitrate, sawdust, straw.

4. Field Crops.

Dent corn for placing and judging ears. Ten ears of two varieties for each pupil. Reid's Yellow Dent is recommended for one variety.

Commercial grades of corn in lots of one peck each; yellow corn, Nos. 1, 2, 3; white corn, Nos. 1, 2, 3; mixed corn, Nos. 1, 2, 3, 4.

Ears of pod, flint, flour, pop, sweet and dent corn.

Samples of threshed wheat, one-half peck lots of the following kinds: durum, northern spring, hard winter, white winter, red winter.

Samples of the following wheats in head, one for each pupil; Polish, common, durum, emmer and einkorn.

Commercial grades of wheat in lots of one peck each; hard winter, Nos. 1, 2, 3, 4, and rejected; spring wheat Nos. 1, 2, 3, 4, and rejected.

Samples of side oats and open panicle oats, one head for each pupil.

Commercial grades of oats in lots of one peck each; white oats Nos. 1, 2, 3, 4; mixed oats, Nos. 1, 2, 3, 4.

Samples of two-row and six-row barleys, one head for each pupil.

Samples of the following threshed barleys, in lots of one peck each; hulled, hulless, bleached, sprouted, sound and properly colored.

Samples of twelve kinds of grass seeds, preferably those used in the vicinity. Each pupil should have at least one hundred seeds of each kind; brome, timothy, Kentucky blue, orchard, meadow fescue, red top, rye, wheat, Johnson, tall meadow oat, sheep fescue, crested dog's tail, etc.

Samples of the same amounts of Japanese, German, Hungarian, Siberian and broom corn millets.

Samples of the same amounts of clover seeds of the following varieties; red, mammoth, white, alsike, sweet, crimson, yellow, burr, Bokhara, Japan, sanfoin.

Samples of common and Turkestan alfalfa seeds.

5. Garden and Orchard Crops.

School garden.

Fruits, vegetables and flowers.

Cellar storeroom, if possible.

Collection of seeds of vegetables, flowers and trees; apple stocks and scions for grafting; willow cuttings for budding; various bulbs, corms, tubers, etc.; vegetables for storing.

Collection of flower pots and shallow boxes (flats) for plants, seedlings, cuttings, etc.; earthen plates and blotting paper for seed testing; tin cups for making grafting wax; glass beakers or tumblers for mixing spray materials.

Garden loam, rotted sod, fine manure and sand for growing plants.

One pair pruning shears.

One saw.

Two grafting knives.

Twelve budding knives and razor strap.

Six dibbers.

Six hoes.

Six rakes.

One spade.

One shovel.

One garden line and reel.

One wheelhoe.

Materials for spray mixtures; one peck quick lime, five pounds copper sulfate, one pound Paris Green, soap, kerosene.

Materials for grafting wax; two pounds resin, one pound beeswax, one pound tallow, wrapping card for budding, knitting cotton for grafting.

IV. REFERENCE BOOKS FOR LIBRARY.

1. Farm Animals.

New Elementary, by Bessey, Bruner & Sweezey. University Publishing Co., Lincoln, Nebr.

Breeds of Live Stock, by Shaw. Orange Judd Co., Chicago, Ill.

Profitable Stock Feeding, by Smith. Author, Lincoln, Nebr., State University.

Judging Animals, by Craig. Renyon Printing Co., Des Moines, Iowa.

2. Milk and Its Products.

Principles and Practice of Butter Making, by McKay & Larsen. John Wiley & Sons, N. Y. City.

Milk and Its Products, by Wing. Macmillan & Co., New York City.

Dairy Chemistry, by Snyder. Chem. Pub. Co., Easton, Pa.

The Principles of Modern Dairy Practice, by Wool. John Wiley & Sons, New York City.

3. Soils.

Soils and Fertilizers, by H. Snyder. Chem. Pub. Co., Easton, Pa.

Physics of Agriculture, by F. H. King, Author, Madison, Wis.

Agricultural Bacteriology, by H. W. Conn. P. Blakiston's Son & Co., Philadelphia, Pa.

Principles of Agriculture, by L. H. Bailey. Macmillan Co., N. Y. City.

4. Field Crops.

The Cereals in America, by T. F. Hunt. Orange Judd Co., Chicago, Illinois.

Grasses of the United States, by W. J. Spillman. Orange Judd Co., Chicago, Illinois.

Examining and Grading Grains, by Lyon & Montgomery. Authors, Lincoln, Nebr., State University.

5. Garden and Orchard Crops.

Principles of Plant Culture by Goff. Orange Judd Co., Chicago, Illinois.

Garden Making, by Bailey. Macmillian Co., New York City.

The Nursery Book, by Bailey. Macmillan Co., New York City.

6. General Books.

Farmer's Bulletins. U. S. Dept. of Agriculture, Washington, D. C.

Committee—T. L. Lyon, chairman, University of Nebraska; Lawrence Bruner, University of Nebraska; A. E. Davisson, University of Nebraska; R. A. Emerson, University of Nebraska; A. L. Haecker, University of Nebraska; H. R. Smith, University of Nebraska; F. D. Heald, University of Nebraska, E. C. Bishop, State Deputy Supt. of Public Instruction; W. L. French, State Normal at Peru.

ONE SEMESTER COURSE.

After conference with some of the best school men, we are convinced that but few high schools in Nebraska are at present, properly equipped to carry the two semester course in agriculture. For such as can carry the two semester course, the full course as outlined by the committee is recommended. For high schools whose equipment will not justify them in attempting the two semester course, a one semester course adapted by the Department of Public Instruction from the two semester course is here given.

The outline of this course is the same as that for the two semester course given above, except as herein noted.

	Class Work Number of Periods.	Laboratory Work Number of Double Periods.
One semester.		
I. Farm animals	10	3
II. Milk and its products	5	5
III. Soils	12	8
IV. Field Crops	9	6
V. Orchard and Garden Crops	18	12
Total	54	34

I. OUTLINE OF CLASS EXERCISES.

1. Farm Animals. Follow two semester course outline, except in the study of the different breeds of horses, cattle, sheep, swine, and poultry. Here study only the principal and most common breeds in each division.

2. Milk and its Products. Follow outline.

3. Soils. Follow outline.

4. Field Crops. Cereals. Follow outline. Emphasize especially corn, wheat, and forage crops, treating oats, barley, rye, and buckwheat only in general.

5. Garden and Orchard Crops. Follow outline.

II. OUTLINE OF LABORATORY EXERCISES. Three practice periods.

1. Farm Animals. At nearby stock farm, one day each week, judge by use of score cards. These periods may be used in any one of the three ways indicated below:

A. Devote one period to the study of typical specimens of draft horses, one period to roadster horses, and one period to either beef cattle or dairy cattle.

B. Devote one period to the study of typical beef cattle, one period to dairy cattle, and one period to either draft or roadster horses.

C. One period to the study of either typical draft or roadster horses, one period to either beef or dairy cattle, and one period to either sheep or swine.

2. Milk and its Products. One period to each of the five laboratory exercises as given in the outline.

3. Soils. From the outline, choose such experiments as can be successfully handled in eight periods.

4. Field Crops. Follow outline as given for corn and wheat. If time allows, a brief study of grass seeds and clover seeds may be given.

5. Garden and Orchard Crops. Follow outline.

III. EQUIPMENT FOR LABORATORY WORK. Equipment is same as given in outline, except under 4, Field Crops, only samples of field crops studied are necessary.

EMERSON PUBLIC SCHOOL.

BEAVER CITY PUBLIC SCHOOL.

IV. REFERENCE BOOKS and LIBRARY EQUIPMENT as given in outline.

PROFESSIONAL TRAINING.

GENERAL SUGGESTIONS.

Owing to the age and preparation of the students, the purpose of the instruction, and the limited amount of time to be devoted to the study, it was thought best to confine the work to a few lines in which the teaching can be made most concrete and practical. For these reasons it is advised that no attempt be made to teach technical pedagogy, psychology, history of education, and other subjects belonging to the more comprehensive work of the normal school and university. The subjects considered most appropriate under the circumstances are:

1. A course (30 lessons) in the Theory and Practice of teaching including a brief outline of the fundamental principles of elementary education.

2. A course (30 lessons) in method of instruction and district school organization and management.

3. At least twenty-six observation lessons under grade teachers and three to five practice lessons with high school classes in which the pupil teacher teaches all or part of the period of a class of which he is a regular member, or in lieu of the latter actual teaching in the grades under direct supervision. All observation and practice lessons should be carefully planned, reviewed and discussed. The teachers giving the lessons should meet subsequently with the observers in order to aid in the study of the aim and various facts of the lesson.

The pedagogical instruction should be given in classes especially organized for that object, membership being restricted to those having serious purposes of fitting themselves for teaching in the grades and country schools. In order to give clearer direction to the work different members of the committee were asked to make brief suggestive outlines of different phases of the work. Dr. W. A. Clark outlining Course 1, on Theory and Principles; Professor W. R. Hart, Course 2 on Methods and Management; and Professor W. R. Jackson the course on observation lessons. The outlines are intended only to be suggestive and must be enlarged and filled in by the teacher. Dr. Clark has outlined only the last half of Course 1. It should be preceded by the first 133 pages of White's, The Art of Teaching; or some other good book as Roark's Method in Education; Page's Theory and Practice of Teaching; Parker's Talks on Teaching; DeGarmo's Essentials of Method; Hinsdale's The Art of Study; McMurry's The Method of the Recitation; Arnold's Waymarks for Teachers; Putnam's Manual of Pedagogics, etc.

The committee is of the opinion that the pedagogical work herein outlined should cover at least five recitations per week for one half year, or preferably Course 1 two hours per week the first semester,

followed by Courses 2 and 3 at least three hours per week (three recitations) the second semester of the last year of the high school course.

The process of teaching an individual how to teach is far more difficult than the ordinary process of instruction and requires scientific as well as experiential knowledge. To assign this work to a tyro means to invite failure from the beginning. The teachers of this subject should have had actual experience in the fields in which these pupil teachers are preparing to enter and should have supplemented their experiential knowledge by scientific study of the subjects they are to teach. Anything short of this should be discouraged by everyone interested in the advancement of education.

It is not intended that this course of professional study should be accepted in any sense of permanency. It has seemed to the committee the best for the present but it should be modified as time and conditions show need of change.

There should be a teacher's library in every high school offering this normal instruction of not less than twenty books such as:

Talks on Pedagogics, F. W. Parker, E. L. Kellogg & Co.

Manual of Pedagogics, D. Putnam, Silver, Burdett & Co.

The Art of Study, B. A. Hinsdale, American Book Co.

The Art of Teaching, The Elements of Pedagogy, and School Management, E. E. White, American Book Co.

Waymarks for Teachers, Sarah Louise Arnold, Silver, Burdett & Co.

Theory and Practice of Teaching, D. Page, American Book Co.

Method in Education, Ruric N. Roark, American Book Co.

Methods of Teaching, and School Management, A. N. Raub, J. M. Stradling & Co.

Common Sense in Education and Teaching, P. A. Barnett, Longmans, Green & Co.

The School and Society, J. Dewey, McClure, Phillips & Co.

The Art of School Management, J. Baldwin, D. Appleton & Co.

School Supervision, J. L. Pickard, D. Appleton & Co.

School Supervision, W. H. Payne, American Book Co.

The Art of Teaching, John Ogden, American Book Co.

School Management and Methods of Instruction, George Collar and Chas. W. Crook, Macmillan Co.

Great American Educators, A. E. Winship, American Book Co.

Educational Reformers, H. Quick, D. Appleton & Co.

The Best Methods of Teaching in Country Schools, G. Dallas Lind, Hinds, Noble & Eldredge.

Common Sense Didactics, Henry Sabin, Rand, McNally & Co.

The Making of a Teacher, Martin C. Brumbaugh, Sunday School Times Co.

The Essentials of Method, Chas. DeGarmo, D. C. Heath & Co.

The Method of Education, Chas. and Frank McMurry, Macmillan Co.

The Educative Process, W. G. Bagley.
The Theory of Teaching, Albert Salisbury, Century Pub. Co.

OUTLINES OF SPECIAL TOPICS, COURSE 1.

Theory and Principles of Education.

Suggested details of instruction:

Fifteen lessons in Methods of Teaching, based upon White's "Elements of Pedagogy," pages 133 to 310.

1. Preliminary study of definitions, pp. 133-138, two lessons.
2. General methods of the teaching process, pp. 138-139, one lesson.
3. The process of instruction, pp. 140-144, one lesson.
4. The nature and value of drill, pp. 144-146, one lesson.
5. Examinations and tests, pp. 147-148 and 193-209, three lessons.
6. Text-books and oral teaching, pp. 149-163, two lessons.
7. The recitation—design and conduct of, pp.173-192, three lessons.
8. Assigning the lesson, pp. 166-172, one lesson.
9. School Incentives, a critical study, pp. 320-327, one lesson.

This work should be preceded by fifteen lessons from some good text-book on the theory and principles of education as indicated under General Suggestions.

COURSE 2.

Methods of Instruction and Management.

I. THE TEACHING OF PRIMARY READING.
- a. Aim of the study.
- b. Purpose of the recitation.
- c. Methods of assigning lessons and conducting recitations.
- d. If the method of the primary is based on form, bring out the manner of passing from the study of the forms of words to content.

II. READING IN THE THIRD GRADE AND ABOVE.
- a. Aim of the study.
- b. Method of the recitation.
- c. Nature and amount of help and preparation.
- d. Bring out reason for change in method, if any.

III. PRIMARY LANGUAGE LESSONS.
- a. Ends to be reached.
- b. Material to be used as a basis.
- c. Methods.
- d. Oral lessons.
- e. Written lessons.

IV. THE TEACHING OF GRAMMAR.
- a. Relation of grammar to reading, to language.

b. Aim of study.
c. Methods and principles of teaching.

V. THE TEACHING OF GEOGRAPHY.

a. Aims.
b. Means.
c. Methods of study, of recitation.

VI. THE TEACHING OF ARITHMETIC.

a. Nature of computing compared with analysis.
b. Number work as related to memory.
c. Analysis as related to imagination and reason.
d. Methods.

VII. THE TEACHING OF U. S. HISTORY.

a. Biography.
b. Fiction based on history.
c. Records of events.
d. Methods of study.
e. Methods of reciting.

VIII. REVIEWS, TESTS AND EXAMINATIONS.

a. Purpose of.
b. Scope of.
c. Character of.

As this lesson covers the same ground as lesson 5 in Course I, it is suggested that it be omitted and that a lesson in primary reading, language or arithmetic be substituted.

IX. SCHOOL VIRTUES AND MORAL INSTRUCTION.

a. Promptness.
b. Regularity.
c. Industry.
d. Truthfulness.
e. Neatness.
f. Accuracy.
g. Politeness.
h. Obedience.

(This list is only suggestive, not exhaustive).

X. SCHOOL VICES AND DISCIPLINE.

a. The opposites of the above list.
b. Whispering.
c. Talebearing.
d. Stealing.

XI. GOVERNMENT.

a. Aim of punishment.
b. Kinds of punishment.
c. Government by incentives.
d. Appeals to honor, self respect, etc.

XII. BEGINNING TO TEACH.

a. Making a contract and what it means.
b. What to learn of the school before the first day.
c. What to do the first day.

XIII. CARE OF PROPERTY.

a. Text-books, building and its decoration, public library, school grounds.

XIV. TEACHER'S PREPARATION AND QUALITIES.

a. Acquired knowledge.
b. Bodily health.
c. Moral habits.
d. Disposition and temperament.
e. Attitude of teacher towards non-school interests.

XV. REVIEW POINTS OF INTEREST NOT FULLY BROUGHT OUT IN THE PREVIOUS LESSONS.

Note.

The foregoing outline of work in Methods of Instruction and Management is based on Levi Seeley's New School Management and E. E. White's Art of Teaching. The subordinate points in the outline are suggestive only. They are not intended to restrict the teacher, nor is it intended that all sub-topics should be exhausted. The lesson titles, however, are considered sufficiently vital in their aim as to be deemed a fair working basis for those having charge of this work, to approach a desirable uniformity in the amount and kind of work given in different schools.

The order in which the lessons are taken up is a matter for each teacher to settle. The following suggestion is offered:

So far as possible a good arrangement would be to study the lesson in Method in connection with the Common Branch which is being reviewed, or which the class has an opportunity of observing in the grades. The lessons in management should be grouped if possible.

The lesson on the Teacher should come late in the course.

COURSE 3.

Observation Lessons.

OUTLINE FOR DISCUSSION.

The following outline is used in the discussion of each lesson taught. It is to be worked out in a series of preliminary discussions before any lesson is presented. As great stress is placed on the discussion as on the lesson itself, the lesson may take twenty minutes and at first the discussion may take three periods of forty-five minutes. Without discussion, the lesson is of very little value.

These lessons are merely suggestive and are not to be slavishly followed. The teacher must have had special training and must have originality or the work will be a farce.

These lessons are but twenty-five out of about 170 well correlated lessons that would be presented in a thorough normal school; hence it will be seen that there cannot be the unity or continuity that might be desired.

I. AIM.
- a. What was it?
- b. Was it carried out?

II. SUBJECT MATTER.
- a. What was it?
- b. Was it adapted to pupils?
- c. Was it logical?
- d. Was it definite?
- e. Was it sufficient?
- f. Was it comprehensive?

III. PRESENTATION.
- a. Text Book.
  - 1. Was it a quiz, or was it an explanation?
- b. Lecture, drill, or review?
  - 1. How was it conducted?
  - 2. Was it mere repetition or was it by comparison?
  - 3. How might it have been conducted?

IV. DEVELOPMENT.
- a. Preparation.
- b. Presentation.
- c. Comparison.
- d. Generalization.
- e. Application.

V. ASSIGNMENT.
- a. What was its object?
- b. Was it an opportunity to rethink old knowledge or was it for gaining new knowledge?

VI. CO-OPERATION.
- a. Was it secured and how?
- b. Was it through friendship and sympathy?
- c. Was it through personality of teacher?
- d. Was it through interest in subject?
- e. Was it through interest in device?
- f. Was it through rivalry?
- g. Was it through fear of staying after school?
- h. Was it through fear of reprimand?
- i. Was it through fear of lowering grade?
- j. Were all given an opportunity for thought before one was called upon to voice it, or was but one given the opportunity to think the answer?
- k. Was system of hand raising such that the teacher knew the thought of each pupil on the question?

VII. A STUDY OF INDIVIDUAL CHILDREN.

a. What pupils got the work?
b. What pupils failed to get the work?
c. Was failure through lack of sufficient power to grasp the subject, through lack of interest, through lack of knowledge, or on account of physical defect?
d. What was done to correct the wrong habits or traits, as selfishness, timidity, conceit, etc.?
e. What was done to encourage good habits?

Suggestive Lessons for Observation.

Lesson I.

The following is suggested as one of the lessons that might be given as one of the first lessons in reading, using "Action" as a basis:

Teacher—I am going to tell Mary to do something, and I wonder if you can guess what I say. (Teacher whispers, "You may run.") Perhaps you can tell the exact words I said to Mary?

Child—You may run.

Teacher—I will say to you, without saying it in words, exactly what I said to her. How do you think I will say it? Yes, I will write it on the board. (Teacher writes—You may run). Drill by whispering to other pupils and writing sentences.

Teacher—I am going to tell someone else to do something (Whispers to another child. "You may jump.") (The child performs the action). I will tell you on the board what I said to her. (Writes "You may jump.") Present "You may fly" in the same way.

Drill by writing different sentences and having acts performed or sentences read, or child whispering to teacher to write any one of the three sentences which he may choose to have acted.

Lesson II.

After the children have been in school a few weeks, the following lesson might be given:

A drill of the old words might be given first: see, I, pretty, jump, can, run, like, apple, peach, plum.

Teacher points to the object and the child finds the word.

Teacher points to the word and the child finds the object, or, if action word, performs the action.

Subject-Matter.

Kitty-kitty-kitty. My kitty is pretty. My kitty can jump. My kitty can run. I like my kitty. Run, pretty kitty. (The following introduction might be given to this lesson): One day I went to the barn and there in a corner I found something in a basket. It was just this big. (Teacher shows with hands.) It was all covered with fur. I took it out, it said "Mew, mew." What do you suppose it was? After I went to the house I called to my kitty. What do you suppose I said. (Children say first sentence. Teacher writes first sentence.) Perhaps you have a kitty at home. If so, tell us something about yours.

(Children say, My kitty is pretty.) Teacher writes the sentence, pointing to the word "my" saying this is "my." If this is true of your kitty, you may tell me of yours. Teacher—Tell me something your kitty can do. Children—My kitty can jump. (Teacher writes third sentence.) What is it this sentence says? Whisper to me something your kitty can do. (Teacher writes on the board fourth sentence.) Here is something I thought about your kitty. (Teacher writes fifth sentence.) If this is true tell it to me. We have some new words. What are they? "My" and "kitty." Have drill on the new words and the old ones that bothered.

Lesson III. Lesson in Phonetics.

After children have been in school a few weeks begin work by long pronunciation. Bring me the b-e-l-l. You may r-u-n. When the child is proficient in this, take words known by sight and have pupils pronounce by long pronunciation. As the child makes the sound the teacher writes the letter having the sound. Take the letters from the word and write on one side of the board for drill later in the work. Take phonograms learned, as: one, an, it, ite, etc. Take list of words not known by the child, as: it, fan, cane, bite, etc., and have the pupils study out the word by first giving the sound of "it" and then the sound of "b." Next blend the sounds rapidly giving the word. Do the same with all the list of words.

LESSON IV. Same class as in Lesson II. Show how to change from script to print in reading.

LESSON V. Third grade reading lesson. Show the introduction, how to gain the thought and feeling, work in voice, force, emphasis, inflection.

LESSON VI. Show how to dramatize old subject matter and new subject matter.

LESSON VII. Show how thought and feeling may be worked out by busy work, such as clay moulding, paper cutting, stick laying, etc.

LESSON VIII. An advanced grade reading lesson. Bring out the same as in Lesson V.

LESSON IX. Lesson in first grade numbers, to show values and notation of same.

LESSON X. Second grade. Develop combinations. Drill on addition, etc., tables.

LESSON XI. Lesson to third grade in bundling to show how to present addition, subtraction, multiplication or division.

LESSON XII. In the fourth grade. Develop addition of fractions objectively as on page 14, "Method of Recitation."

LESSON XIII. Develop decimals to sixth grade.

LESSON XIV. Develop lesson in percentage to seventh grade.

LESSON XV. First grade spelling, showing manner of presentation and drill.

LESSON XVI. Advanced grade in spelling showing manner of presentation, use of dictionary, etc.

LESSON XVII. Third grade, show the study of pictures preparatory to written lesson. Show how to arouse thought and to make composition logical, etc.

LESSON XVIII. In the fourth grade a study of a selection by interpretation. (Page 57, "Lessons in English," by Skinner).

LESSON XIX. Lesson on letter writing to the fourth grade.

LESSON XX. Lesson showing how to write original stories.

LESSON XXI. Lessons in nature study, specimen present showing how to present this work to cultivate observation. (Page 86, Special Method in Science, McMurry).

LESSON XXII. One field lesson showing how to teach physical features in geography. (Page 200, Waymarks for Teachers, Arnold.)

LESSON XXIII. One lesson in map drawing and map reading.

LESSON XXIV. Lesson in fifth grade geography based on relief and position of continent, showing from these how to deduce climate, productions, and industries, etc.

LESSON XXV. Lesson showing how to present a lesson in travel, in any grade.

Committee:

G. W. A. Luckey, University of Nebraska,
W. A. Clark, State Normal School, Kearney,
W. R. Hart, State Normal School, Peru,
W. R. Jackson, Nebraska Wesleyan University.

NORMAL TRAINING IN HIGH SCHOOLS.

Paper read by R. H. Graham, of the Wymore city schools at the Southeastern Nebraska Educational Association at Beatrice, April, 1906.

The superiority of the modern Normal schools over those founded in early times, or other educational institutions for the instruction and training of teachers, must rest after a reasonable degree of scholarship upon the practice or training school idea. Eliminate this feature and you may have a school or college of pedagogy, but not a teachers' normal school. We would repeat that preceding the normal training of all teachers, there must be a requirement for a reasonable scholarship on the part of those under the tuition of normal schools. After a brief investigation of the courses of study in those institutions which issue two year permits in Nebraska, we would suggest that this requirement for scholarship had better be increased than remain at the present maximum requirement. Only a few years experience in the position of superintendent or principal, impresses one with the fact that scholarship on the part of teachers covers a multitude of weak points.

Our Peru State Normal does not admit pupils to the training or practice year until they have had two or more years work in a good high school. This means that the candidate must have pursued studies covering at least fifteen points credit found in the average high school. In addition to these fifteen points credit, the pupils are given a review in eight of the common branches, but the work in four of these eight studies, is credited by the University and Colleges of Nebraska when pursued in high schools. This makes a maximum amount of thirteen points credit outside of the common branches as a basis for granting a two year permit to teach, or a sum total of not to exceed eighteen high school credits. In addition to this, the above mentioned school requires five hours recitation work per week in the observation and training school for thirty-six weeks. It is to be noted that the student teachers at this state institution have for preparation sixteen lessons per week, and twenty-one hours recitation, five of which is practice or observation work.

One of the sectarian colleges of Nebraska requires eleven points of high school work, and four additional points, two in botany and two in physics, being optional, and reviews in six of the common branches for a two year certificate. This school issues these two year permits on a minimum of twelve points of high school work, and

the above mentioned reviews, together with practice teaching and criticism five hours a week for thirty-six weeks. Students in this course have eighteen hours preparation per week. It is to be noted that pupils completing the common school course from the eighth grade can enter this course; a more lenient requirement than is offered at the Peru State Normal.

In two of the private normals of Nebraska, pupils from the eighth grade may enter what they call their "Two Year State Certificate Course." In these two year courses, one gives twelve and the other thirteen points that are the equivalent of high school credits recognized by higher institutions. In addition they give agriculture and reviews in eight of the common branches. The reviews in mental and written arithmetic are repeated for two terms. In one of these normals, pupils are permitted to carry twenty-seven hours per week besides two hours per week in physical culture.

This brief review of the courses of study in those institutions issuing two-year certificates reveals the fact that these two year permits, up to the present year at least, are based on scholarship ranging from two to three years' work in accredited high schools of Nebraska. None of these institutions require practice teaching and criticism to exceed five hours per week for thirty-six weeks. Please remember that reference to the scholarship obtained has to do with the two year permits or certificates, and not life certificates.

Can the four year high schools throughout the state meet the above requirements, first in scholarship? And if they can meet the requirements, do conditions throughout the state justify a course in Normal Training in those institutions having a full four years high school course?

As previously stated the scholarshp of a teacher will in many emergencies cover a multitude of weaknesses. Mind, matter and method are factors with which educational thought has to do; yet method without a mind well trained in systematizing and differentiating the matter at its command is like a ship without a rudder. So the query, can our four year high school graduates with from twenty-five to forty per cent more scholarship than those meeting the requirements for a two year certificate, and then with from eighteen to thirty-six weeks study in methods, as well as practice teaching given by experienced and well-qualified high school teachers as required by the new law going into effect in 1907—can our graduates with this scholarship and training, on **writing the examination**—be granted a certificate to teach in our rural schools?

The recommendation made by our State Superintendent in conjunction with a committee appointed by him, was certainly conservative in limiting Normal Training to those schools carrying a full four years course, and employing three regular teachers or instructors besides the Superintendent. By inquiry, it is ascertained that these four year schools graduate pupils on a basis of from twenty-six to

thirty University credits, and with from two to four points high school credits, the latter being based on a review of the common branches. Now with five hours per week devoted to a study of methods in the various branches as they are reviewed, and observation work in the grade departments and some practice teaching, we venture the assertion that these graduates will be equal in equipment to those holding two year permits. Remember that with equal or better scholarship, the step toward high school Normal Training does not ask that such pupils be given a two year permit, or be exempt from examination, but that on evidence of a minimum amount of professional work being completed, the plan proposed does ask that these student teachers be allowed to take an examination, and let the results of that examination be the best evidence of their fitness to teach.

The question has been raised that the time required to do this professional work will not permit the completion of as many University credits as has been mentioned above and as is now completed by the average four year high school. This may be true of those taking Normal Training, but it need not be true of those who contemplate entering a college or university. Those not desiring to teach need not take the Normal Training, but can continue the regular college accredited course. It can be said with equal emphasis, that those who cannot take up a regular college course and whose school life must end on their high school graduation, that they can take up Normal Training, or substitute ten hours work per week of this training instead of those subjects that especially prepare for college, and in the end are infinitely better prepared to teach than if they had adhered strictly to the college accredited course. And in the event of substituting Normal Training to the extent of ten hours per week in their senior year, these student teachers will lose not to exceed four college credits, and their work in the History of Education, elementary Mental Science, and a study of methods, will largely compensate for the omission of Vergil, Chemistry, or some other subject that prepares for college entrance only. So the "stock-in-trade" argument that our high school course will be weakened in that we cannot as adequately prepare those desiring to enter college is not well taken. The plan will only help to enrich, broaden, and differentiate our courses of study to suit and meet the demands of individual students. It is time that our high schools were so differentiating their work that they may give some preparation to those who are compelled to earn a living on leaving their home school, as well as manifest solicitude for those who are financially able to enter college. If a high school devotes one-eighth of its efforts only, to a utilitarian purpose, and that by training pupils to teach, it is by no means a sign of deterioration in ideals or standards.

The spirit of the new law requiring that all candidates to teach, have a minimum amount of Professional Training, is to raise the standard of teachers' qualifications in the rural schools. The plan of permitting the high schools of a certain standard, to do this work,

will assist in bringing about the desired result. In as much as Normal Training is limited to those pupils of the twelfth grade, none but graduates will go directly from the high schools to teach. In previous years, pupils have discontinued their work in the tenth and eleventh grades, have obtained a third grade, and in many instances a second grade certificate to begin teaching. According to the recommendation of the committee none but those in the graduating year of a four year high school course shall receive credit for Normal Training.

By a circular letter to County Superintendents in middle and western Nebraska, it was ascertained that four-fifths of the rural teachers enter their work of teaching on graduation from some one of the town schools of their county. And of these four-fifths, many are graduates from a three year, and some from a two year high school course. It is this condition that the new law seeks to remedy. By its provisions eight weeks Normal training is necessary to obtain a second grade certificate, and twelve weeks is the requirement for a first grade certificate. But Normal training is restricted to four year high schools, and only the graduates of these are given credit for the professional work done. So unless pupils from a three year course of study or less attend some one of the Normals for the minimum time mentioned above, they will be excluded from entering the work of teaching. Thus the proposed plan will in a measure meet the demand for better trained teachers in our rural schools. At the same time it will tend to hold in school until they graduate, those who never expect to do any more than meet the minimum requirements.

One question asked in a circular letter to city superintendents was, do you consider the opportunities for observation work as good in your grade departments as in a Normal School. Of the fifteen answering, all were of the opinion that the opportunities for observing organization and discipline were much better in a real school than in a practice school. One superintendent gave the following reasons: because the student teachers can see all the grades at work; conditions are normal as they are those of a real and not an ideal school; the pupils do not know that they are being inspected; the teachers know the student teachers and can give them many valuable suggestions on organization and discipline.

THE STATUS OF NORMAL TRAINING IN HIGH SCHOOLS.

Paper read before the Nebraska Schoolmasters' Club at its meeting in Omaha, March, 24, 1906, by Prof. J. W. Searson, Peru State Normal.

In considering normal training in the secondary schools, I have discussed the subject as excluding the work of city training schools, the work of the normal school and teachers' college, and that of the pedagogical departments of our great universities; and as including such professional training of teachers as is offered in the regular courses of study in public secondary schools. For convenience, the topic is developed under related headings as follows:

1. A brief summary of the development of the normal idea as applied to education.
2. The function and aims of normal training.
3. Normal training in the high schools of the different states.
4. The attitude of leading educators toward normal training in secondary schools.
5. Summary and conclusions.

The normal idea is as old as the teaching spirit. The schools of Philosophy in Greece, the Hebrew schools of the prophets, and the ecclesiastical and catechetical schools of the early church are the remote antecedents of schools for the training of teachers. Side by side with the ecclesiastical schools sprang up the great Mediaeval universities offering practical training in three different lines—law, medicine, and theology. The aspiring young advocate was trained to expound the law. The student of medicine was fitted to practice his art. The theological student was especially prepared to teach men the dogmas of his creed. In the field of theology, the Mediaeval universities turned out teachers well trained for their special work. From that day to this, every theological school has been an institution in which men have been trained to teach. When the Holy Church became the patron of elementary education, she was compelled to train her teachers to teach children on exactly the same theory as that upon which she trained her ministry to teach adults. Thus the normal school is the lineal descendant of the Mediaeval theological seminary.

A further evolution of the training of teachers is shown in the schools of the Jesuits, an order founded by Ignatius Loyola in 1534. That the Jesuits were the real founders of teachers' training schools

is not now disputed. Part IV. of their extensive ten-part constitution formed the basis of the "Ratio Studiorum," or pedagogical system, which comprised among other departments, a series of well-organized training schools for teachers, or "Nurseries" as they term them, to insure the perpetuation of their system of instruction. The "Provincial," or monastic superior of the province, was compelled, in the selection of teachers, to "take heed to those who seem to be best fitted for the place," and to procure from among the most promising students "as many life-long teachers as possible," exhorting those especially fitted to form a "Nursery" for the preparation of teachers, under the direction of trained professors.

Meanwhile Luther was laying the foundations for a better system of pedagogical instruction in Germany. The labors of Luther to improve methods of instruction were continued by Trotzendorf, Sturm, and Neander, whose schools were all normal schools in the original acceptation of that term—pattern or model schools. These schools for better methods of instruction sprang up throughout the various German states. In 1681, the celebrated Abbe de la Salle, catching the true Jesuit spirit, established a theological teachers' training school at Rheims, France. His efforts bore prolific fruit in the Schools of the Christian Brothers, to-day the most progressive of the schools of the Holy Church.

A little later, the pattern or model school idea of Germany was given new meaning when Herman Franke appeared to breathe a new spirit into the German system. With the foundation of the Orphan House at Halle, in 1696, and the schools connected with it, arose the necessity for trained teachers. To meet this need, Franke, in 1697, founded a teachers' class "by providing a table or free board for such poor students as stood in need of assistance, and selecting, a few years later, out of the whole number, twelve who exhibited the right basis of piety, knowledge, skill and desire for teaching," and constituting them his "Seminarium Praeceptorum." In return for this gratuitous training, these pupil-teachers bound themselves to teach for three years in the schools of the Orphan House after completing their course. This was the first regularly organized exclusive teachers' seminary in Europe. From all parts of Europe, students flocked to Halle to catch the inspiration of Franke's spirit. Back to all parts of Europe was carried the idea of the teachers' seminary. Hecker, a pupil of Franke, founded the first seminary for primary teachers in Prussia in 1735. Thirteen years later, he established a similar school in Berlin. The graduates of this school were considered so far superior to untrained teachers that Frederick the Great enjoined by special ordinance that no others should be employed on the crown lands of the kingdom. What the Jesuits had done for the training of superior teachers, the teachers' seminary accomplished for the betterment of elementary instruction. Rousseau in France, Locke in England, Pestalozzi in Switzerland and Germany, Felbiger in Austria,

and Kindermann in Bohemia are among the great missionaries who accepted and glorified the seminary idea.

The teachers' seminary for the elementary schools was not long divorced from the pattern or model school. Both had sprung into existence from the same impulse. The normal schools of both France and Germany combined judiciously the seminary and pattern school idea, thus offering the study of a definite body of pedagogical thought in the academic courses, and an opportunity to illustrate, test, and originate theories of education in the "pattern" school, which thus became the correlating center of the normal school. The modern normal school with its collegiate department constructed about the model, or practice school, is the finished product of long, steady development.

The effort for improved training of children in Europe was based on the conviction that, "As the teacher is, so is the school," and the American colonist, thoroughly impregnated with European ideas, early sought to improve school conditions by providing for better trained teachers. Harvard College began as a theological seminary the object of which was to provide the church a trained ministry. Other colleges, academies and seminaries sprang up under church control. The logic by which men were trained for the ministry led the more progressive spirits to consider the needs of trained teachers. Far-sighted leaders advocated the establishment of schools wherein teachers might be trained for their work. In 1749, the University of Pennsylvania had its beginning in an academy established in the city of Philadelphia with Benjamin Franklin as one of its founders. Although this academy was designed partly as a school for teachers, it is apparent that Franklin never dreamed of professionally trained teachers. Both private and public schools generally attempted to draw students by announcing that their graduates were especially fitted to teach school. The primary effort was to make scholars who might or might not afterwards become teachers; but for the most part there is no intimation that more than scholarship was needed.

The Rev. James C. Carter of Massachusetts, a graduate of Harvard College, did more than any other one man toward the establishment of permanent normal schools in America. He memorialized the Massachusetts legislature to provide a seminary for the education of teachers. The committee to which this memorial was referred reported favorably on the measure. "Our schools" said they, "are not what they ought to be. The cause of failure is the incompetence of teachers. To have competent teachers, we must instruct them in the business of their profession." The logic seemed irresistible, but neither the logic nor the eloquence of the committee prevailed with the legislature. The recommendation of the committee was lost by a majority of one, but the professional need remained. Carter was voted down, but he had not failed.

Rev. Charles Brooks, of Medford, returned from a European trip

in 1834 thoroughly inoculated with the Prussian idea, and sowed the seed which in Carter-tilled soil grew up as the normal school system of the United States. Said Brooks, "I fell in love with the Prussian system, and it seemed to possess me like a missionary angel. * * * After this I looked upon each child as a being who could complain of me before God if I refused to provide for him a better education after what I had learned." With true missionary zeal he held mass meetings over the state. The points emphasized in these conventions were:

1. The deplorably low condition of the public schools.
2. The necessity for immediate and radical reform.
3. A declaration that establishing normal schools after the Prussian model would reform and vitalize the whole system of elementary education.

Meanwhile, Brooks, Carter, Dr. Channing, Horace Mann, and others saw the need of a state board of education and a state normal school as the essential elements of the proposed Massachusetts reforms. On June 29, 1837, the State Board of Education was organized with Horace Mann as secretary. The year following, upon the recommendation of the board, the far-famed Massachusetts Normal Bill was passed, and under its provisions, the first permanent state normal school in America was established at Lexington, in1839, just twenty-seven years before the first state normal was established in Nebraska. Two other state schools were soon organized, and these schools, regarded first as doubtful experiments, soon became recognized as a necessary part of the system of public instruction.

The opening of the first normal school in Massachusetts quickened the movement in other states. New York, Connecticut, Michigan, and Pennsylvania followed. Scarcely however was the new movement for state normal schools born when aggressive opposition appeared. Within less than a year after the first school was established, the house of representatives of Massachusetts directed its committee on education to consider the expediency of abolishing the board of education and the state normal schools. The religious press assaulted the infant; thirty-one Boston schoolmasters openly denied its right to live; and the quiet, conservative influence of Harvard, Yale, Dartmouth, and Brown gave the aggressors hope. The arguments of the committee are worthy of more than a passing notice inasmuch as they contain the germ of all that has since been said in opposition to the normal movement.

1. Normal schools are imitations from France and Prussia, political rather than educational in influence.
2. Academies and high schools are fully adequate to furnish a competent supply of teachers.
3. There is no need of professional instruction. "Every person who has himself undergone a process of instruction must acquire by that very process the art of instructing others."

4. It is impossible, and undesirable, that the business of keeping these (district) schools should become a distinct and separate profession.
5. There is no assurance that the teachers so educated will remain in the state.
6. These normal schools do not appear to have stronger claims on the public treasury than many of our academies and high schools.
7. State control of education is a great departure from the spirit of our institutions. Any attempt to form all our schools and all our teachers upon one model would destroy all competition, all emulation, and even the spirit of improvement itself.

Such were the arguments in support of the bill to abolish normal schools. But Carter, and Brooks and Mann believed in them and their convictions lent them power. The bill was lost by a vote of 245 to 182. The "counter revolution" failed. The young Hercules in his cradle had strangled the serpent.

The victory was due even less to the great leaders than to the nature of the cause. The normal school idea is not an exotic growth. It is inherent in any complete system of education. "A normal school is a school established for the academic and professional preparation of teachers. It is a technical school, differing from academies, colleges and universities in its objects and methods of work. The objects of the academy and college are general culture and the acquisition of knowledge; the object of the normal school is to impart culture, discipline, skill, and learning to its students for the specific technical purpose of fitting them to teach others." The university is a gold mine in which its professors are at work far down in the depths close to the heart of the world's truth. The normal school is a mint preparing the nuggets to pass current among men. Both institutions must exist without conflicting claims, for each has its own peculiar function to perform.

It is interesting to observe that precisely the same arguments set forth for the establishment of the first state normal schools are now used in these days in support of a teachers' training course in high schools. Professional training for teachers, which shall reach every rural and graded school in the land is still recognized as a vital means of improving our system of elementary education. We cannot get far away from the Prussian theory, "As the teacher is, so is the school," and the utilization of our secondary schools in providing training for rural teachers is one of the results of the professional reawakening.

In order to ascertain the extent to which normal training is done in our secondary schools, the following questions were sent to the heads of the state departments of education in the various states:

1. To what extent is normal training work done in the secondary schools of your state? How many high schools are doing such work?
2. What were the conditions which led to the introduction of such work into your secondary schools? When introduced by law?
3. To what extent is the work accomplishing the desired end?
4. What difficulties have arisen in carrying on this work?
5. What objections have arisen so far to high schools doing this work?

Forty states and the District of Columbia replied to the communication.

Number of states giving normal training in high schools a legal status, six.

Number not giving this work a legal status, thirty-four.

Vermont, Michigan, Minnesota, Kansas, New York, and Nebraska authorize normal training in connection with their secondary schools.

The only way to form an adequate idea of normal training in secondary schools is to study the conditions in the states authorizing this or kindred work.

The statutes of Vermont provide that a graduate of an academy, seminary or high school in a four-year course, following an elementary course of nine years, having included at least thirty weeks of daily study and recitation in the principles and methods of education, may receive, after successfully passing an examination on the educational course, a certificate of the second grade. This certificate entitles him to teach two years in the public schools without further examination, and is granted upon the presentation of both a certificate of graduation and a certificate of completion of the educational course. Requiring students to complete both the educational course and the high school course at the same time has naturally confined the educational work to the stronger students of the class. State Superintendent Mason S. Stone gives the purpose and workings of the law as follows: "In 1896 provision was made for the introduction of the study of education into secondary schools. The purpose of this was to stimulate our normal schools to greater activities in certain lines. The purpose of the law has been served and there is not the demand for its provisions that there was ten years ago. Consequently the number of schools that adopted the provision has been lessening. Previously, there were approximately twenty schools that accepted the provisions of the law, probably to-day there are not more than ten. The difficulties arising under the law are chiefly the lack of adequate teaching force and the lack of competent instructors in the work; and of adequate time for pupils preparing for teaching." The output of teachers reported under this law in 1904 was seventy-nine.

In Michigan, no normal work is done in the high schools proper. In 1903 a law was enacted providing for a system of county training classes. The expense of the county normal training classes is borne by the state. The training class is a department of the school where located, but is separate and distinct in management, having its own special teachers and pursuing its own policy under the direction of the county normal board. The teachers for this department are chosen only upon the consent of the state superintendent. The year's course includes: psychology, pedagogy, and school management, reading, spelling, writing, language work, grammar, literature, manual training, United States history, physiology, music, drawing, elementary agriculture, observation work and practice teaching. In all this work special attention is given to a study of methods. Applicants for admission to these courses must be at least seventeen years of age, declare their intention to teach in the public schools, possess good moral character, and in addition must have completed at least ten grades of work in a graded school, or held a second grade certificate, or passed a second grade examination, or had at least two years of successful experience in teaching. These classes are practically the equivalents of the elementary trainers' classes in the state normal schools of all the states of the Union. In other words, the normal training classes in Michigan are separate state schools maintained by the state and county jointly as elementary training classes, and not a department of the secondary schools properly speaking. State Supt. Kelley says of them, "We have twenty-five of these classes now in operation and shall graduate from them about four hundred students this year. The work has been in operation three years and has given excellent satisfaction."

In Minnesota this work takes the form of special instruction in the common branches in the state high schools. The state appropriation is sufficient to aid thirteen high schools each year, each school receiving annually $750 from the state. This work is placed in the hands of a special instructor whose entire time is given to the work. A special class room is set aside, and students doing this work are not permitted to join the regular classes of the school. The superintendent may, at his discretion, enroll mature students of the high school or experienced county teachers recommended by the county superintendent. Instruction is required by law in reading, writing, literature, geography, arithmetic, English grammar, American history, and civil government. This law was enacted in 1895 and was brought about largely through the influence of county superintendents who felt the lack of training for rural school teachers. At present twelve high schools are qualified under the law. State Superintendent Olsen says: "In a few places the results are gratifying. On the whole, it has been a disappointment. County teachers have not availed themselves of the privilege of attending these classes. The attendance has been small. It has been difficult to get trained teachers to take charge

of the work, and there has been lack of co-operation between county and city superintendents." No study of methods or theory of education is authorized, and Superintendent Olsen urges that students should distinctly understand that this department is not designed to take the place of a professional school.

In the state of Kansas, professional work was introduced into the county high schools as early as 1889. The Kansas law provides for a four year normal course in every county high school in the state. The students in this course are not isolated from the students in other courses, and the work is carried on under the regular high school instructors. The normal course is designed for those who intend to teach, or for those who expect to enter the first year of professional work in the State Normal School. Students in the last year of the course may be employed in practice work with the pupils of the first year; and model schools are encouraged. In 1904 there were sixteen high schools doing the work. State Superintendent Dayhoff says: "No objections have arisen so far. A better grade of scholarship for rural teachers has resulted. Lack of funds has been the chief difficulty in carrying on the work." Upon graduation from this course, the student receives a second grade certificate good for two years without examination, a certificate ranking with the elementary certificate of the State Normal School.

The New York system of teachers' training classes has attracted wide-spread attention and has been the inspiration for most of the Normal training work done in connection with the secondary schools of the country. Four years before the state of Massachusetts established her state normal schools, the state of New York established departments of instruction for common school teachers in eight academies, one in each senatorial district. Each academy thus designated received $500.00 for the purchase of books and apparatus, and an annual appropriation of $400.00. This is the origin of teachers' training classes which still remain a principal source of supply of teachers for the rural schools. These classes have been maintained for seventy-two years at the expense of the state, save for a period of five years immediately following the founding of the first normal school at Albany in 1844. They are under the unrestricted jurisdiction of the department of public instruction and form separate and distinct departments of the high schools or union schools with which they are connected. The number of classes is limited by law to 113, one for each school commissioner district in the state. Before a school is commissioned to do this work, the Board of Education must employ as special instructor a qualified teacher who is either a college graduate, a normal graduate with two years of successful teaching experience in the public schools since graduation, or a holder of a certificate on examination granted since 1875. The Board must pay a salary of at least $500.00 to the special instructor, equip a suitable apartment in which only these trainers may be seated, provide opportunity for

members of the class to observe methods of teaching in the several grades, and to teach in such grades under proper training and direction. A class of not fewer than ten nor more than twenty-five must be maintained for at least thirty-six weeks, the prescribed recitations being conducted separate from all other recitations of the school. Candidates for admission must be at least seventeen years of age, must declare their intention to fit themselves to teach in the public schools of the state, must have good health, good character, freedom from physical deformity, capacity for training, and must hold as a minimum qualification one of the following:

1. Any teacher's certificate issued in the state.
2. A standing of at least 75 per cent in the subjects required for an elementary certificate, and in addition any twelve academic counts.
3. A Regent's academic diploma.

Thus the classes are composed practically of high school students and experienced teachers who feel the need of additional training.

The work consists of four periods each day for thirty-six weeks, besides the observation and practice work required. The prescribed course of study is as follows:

First Term—

First period—Arithmetic.

Second period—Psychology and principles of education, school management and the art of questioning.

Third period—Geography, American history.

Fourth period—Drawing; general review.

Second Term—

First period—Language, composition, and grammar.

Second period—History of education, physiology.

Third period—Reading, spelling and writing, civil government.

Fourth period—School law; general review.

The training class is given the opportunity, at least twice each week, to observe skilful teaching either in the grades or in classes of pupils given a model lesson by the critic teacher. This is followed by individual practice work definitely planned and carried out under the strict care of a critic teacher. A most rigid inspection of this work is made by the State Department, and the work is supervised to the minutest detail. At the completion of the course a rigid examination in all subjects is given by the department. All students who attain a standard of 75 per cent receive professional three-year certificates, renewable for five-year periods if the holder shall have taught successfully at least two years under the certificate. At present nearly 1,200 trained teachers are thus provided annually for the rural schools.

With these precedents established in other states, and with the increasing need for better trained elementary teachers, leading educa-

tors of Nebraska formulated and secured the passage of a law providing for a more uniform system for the certification of teachers. The bill is familiarly known as "H. R. No. 48," or the "Warner Bill." This law specifies the conditions upon which county first grade and county second grade certificates may be secured by examination, "Provided, that on and after September 1, 1907, no person shall be granted a first grade county certificate who has not had at least twelve weeks normal training, and no person shall be granted a county second grade certificate who has not had at least eight weeks normal training, in a college, university, or normal school of approved standing in this or in another state, or in a state junior normal school of Nebraska, or in a high school in Nebraska, approved by the State Superintendent of Public Instruction as being equipped to give such normal training." The higher qualifications which the new law exacts of teachers, and the belief that other educational institutions of the state are unable to accommodate all who must have training in this emergency, naturally led to the introduction of this work into the high schools. "The best, cheapest, and most effective agencies at our command," says Superintendent McBrien, "are our strongest high schools, about fifty in number." Just what the high school is to do to meet the requirements of the law rests with the State Superintendent. In harmony with the wishes of the State Department, the Nebraska Superintendents' and Principals' Association at its October meeting, 1905, appointed a committee, consisting of the president of that association, one member from each congressional district, the state superintendent, the presidents of the state normal schools, and the head of the department of education of the State University, with instructions to formulate definite suggestions for putting the new law into practice so far as it relates to normal training in the high schools. The report of that committee, which was approved unanimously by the State Teachers' Association December 29, 1905, recommends:

1. That only fully accredited high schools with three teachers exclusive of the Superintendent, be permitted to do this work.
2. That only graduates of the school be given credit for the work.
3. That schools offering this course shall have a reference library of at least three volumes on each of the following fields of professional study: History of Education, Principles of Education, Methods, Special Training in Industrial Education including Agriculture.
4. Elementary Agriculture is required in the course of study.
5. That the course of study be as follows:
   a. A review of at least nine weeks (each) of Reading, Grammar, Arithmetic, Geography, to be given not earlier than the eleventh grade.

b. A study of American History for at least one semester in the eleventh or twelfth grade.

c. At least seventy-two periods of professional training to include a study of methods, school management, and observation work, to be given by the Superintendent or member of the high school faculty approved by the State Superintendent.

This report has been given the force of law by the official sanction of the State Superintendent, and in his official announcement that he will give tentative recognition to such high schools as can meet these requirements. The tentative recognition will be made permanent only after official visitation and inspection.

It will be noticed that the Nebraska law differs from the law in the other states doing this work in several essential points:

1. No state aid is granted the high schools to carry out the law.
2. Separate departments and special instructors are not required.
3. The practice school work is eliminated.
4. In other states, no training less than thirty-six weeks is recognized by the Examining Board, except in Vermont, which recognizes thirty weeks.

Regarding the effects of this law, Supt. McBrien says in part: "In my opinion, this law will cause teachers to want to go on and get more training and will ultimately cause more of our young people to attend normal schools, colleges, and universities, than any other scheme possible. In the past, we have strained every nerve almost to the breaking point to fit for the university only, and in doing this, we have made our courses of study so impracticable for the great mass of pupils that hundreds of boys and girls have been driven out of school and have fallen by the wayside. * * * * I am of those who believe in the greatest good to the greatest number." Dr. Luckey sums up the situation thus: "Whether the professional work in our high schools will mean much or little will depend entirely upon the teachers who handle it." Professor Hodgman, High School Inspector for the State University, states his views as follows: "Frankly, I was opposed to the proposed normal course in high schools for these reasons:

"1. Few teachers are capable of making such a course valuable.

"2. High school students need information more than methods.

"3. I feared contentment among these graduates with what is necessarily a superficial professional training. * * * But talks with practical superintendents have convinced me that more good than harm will come from this course; that until some way is devised to increase the number of thoroughly trained professional teachers, the needs of the rural pupils demand this temporary expedient—for so I regard the measure. * * * Provided the State Superintendent grants this favor to but few schools

in the beginning, and then only after the strictest examination of local conditions, I am in favor of the plan."

To get an estimate of this work in wider perspective from the larger experience of some of America's leading educators, letters were solicited from Professors of Pedagogy, Presidents of State Normals, Superintendents of Public Instruction in metropolitan cities, and College Presidents, in answer to the question, "To what extent should normal training work be done in secondary schools?" A few typical extracts from these letters will be of interest. The professors of pedagogy speak with no uncertain ring. Prof. Paul H. Hanus of Harvard University says: "If normal training is given in a high school, it must displace some of the pupil's general training, to his great loss. * * * To give normal training in high schools seems to me, therefore, at best, only a makeshift; and at the worst, it is quite ineffective and a perversion of valuable opportunities." Dr. Julius Sachs, Head of the Department of Secondary Education of the Teachers' College, Columbia University, replies: "I should consider it desirable to separate completely normal training from the secondary school. * * * It is my conviction that even an elementary teacher ought at least to have completed the secondary school before undertaking training as a teacher."

A few representative answers from city superintendents: Supt. C. M. Jordan of Minneapolis, declares: "My feeling in the matter is that normal training work should be done in normal schools and not in high schools." Supt. Martindale of Detroit says: "Normal training work should not be done at all in secondary schools." Supt. Maxwell of New York: "In reply I beg leave to say that I do not think that normal training proper should have any place in a high school. * * I feel that the average pupil is not in a position to reap great benefit from a professional course until she has completed * * * a four-year high school course." Supt. Foshay of Los Angeles: "In my opinion, secondary schools should not be used for normal training." Supt. Greenlee of Denver asserts boldly: "There can be no more excuse for such training in secondary schools than to provide any other professional training, such as medicine or law."

Presidents of normal schools express more hope than other classes of educators, yet maintain an attitude of conservative disapproval. President Homer H. Seerly of the Iowa State Normal School at Cedar Falls says: "I rather doubt the success of the movement except for a local supply of teachers." President Jones of Ypsilanti: "Since many high school graduates will teach anyway, the little additional help that may be obtained from brief courses in pedagogy may be of some benefit. However, I have little faith in such attenuated courses as it is possible to give in the crowded condition of the high school course of study." President Cook of the Northern Illinois State Normal thinks that, under some circumstances, normal training in high schools would be an excellent thing, because half a loaf is better than no bread, but he is strongly in favor of the normal school doing this work. President

C. C. Van Liew of the California State Normal School says: "Normal training work, **sensu strictu,** should not be done in the secondary schools. When distinctly professional work is concerned high schools are not and never will be in a position to do it as it should be done."

College presidents are almost uniform in their outspoken opposition to this movement: Dr. G. Stanley Hall, among those who replied, alone remains favorable. Says he: "I have never seen any attempt at normal training in a secondary school. I should like very much to do so. A priori as an abstract proposition the idea impresses me favorably." President Edmund J. James of the Illinois State University says: "I am quite willing to put myself on record on this subject, and emphasize the fact, however, that I regard the putting of normal work into the high schools only as a very temporary expedient." President Schureman of Cornell expresses "the firm conviction that instruction in mere methods of teaching has no place in high schools to the sacrifice of a sound and thorough knowledge of the subject to be taught," and believes "there is no room for training in methods in such schools."

President Jordan of Leland Stanford University answers: "At best this is only a makeshift. It is better than no training at all." President Elliott of Harvard asserts: "Strictly normal work should not be included in the secondary schools." Chancellor Andrews of our own University says: "Aside from peculiar cases, like cities which are not yet able to start normal schools, and referring to general communities like the state of Nebraska, where the best of normal opportunities are within reach, I should not think well of the effort to give normal training in the secondary schools. * * * No doubt it is within the range of possibilities so to impart normal instruction as to make a few semesters of it the equivalent in educational value of the same time devoted to general studies, but only the very best teachers can produce this result, and these would not be available save in here and there a school. The actual outcome would be a loss in the quality of high school work for which a smattering of normal ideas in a few pupils would not atone. A specific ill consequence would be the lowering of normal standards and a lessened regard for the work and worth of our normal schools."

I have read you the most favorable replies received. Without reading further, a short summary of the answers received must suffice:

Professors of Pedagogy.

Number replying	4
Number favorable	1
Number unfavorable	3

Presidents State Normals.

Number replying	12
Favorable	1
Unfavorable	9
No opinion expressed	2

City Superintendents.

Number replying	13
Favorable	0
Unfavorable	12
No opinion expressed	1

College Presidents.

Number replying	10
Favorable	1
Unfavorable	8
No opinion expressed	1

Summary.

Total number national educators replying	39
Favorable	3
Unfavorable	32
Total expressing no opinion	4

These data form an insufficient basis for conclusions, but with only six states in the Union attempting this or related work, and with thirty-two out of thirty-nine national educators unfavorable to the movement, the general trend of opinion on this subject is indicated. Had letters been solicited from those who have to employ teachers in the rural schools, the results would doubtless have been far different.

Summing up the results of the work in the states where it has been carried on, we find in New York after seventy-two years, 102 high schools turning out annually about 1,200 trained teachers; in Vermont after ten years, an annual output of less than eighty in ten high schools; in Minnesota after eleven years, twelve high schools turning out annually about ninety teachers; in Kansas after seventeen years, sixteen high schools with an output of nearly 500; in Michigan after three years, twenty-five high schools turning out about 400 teachers.

Viewing the question from both a local and a general view-point, the following general observations seem admissible, at least for purposes of discussion:

1. The movement to establish normal training in high schools comes as a part of a larger movement for the professional training of teachers.
2. Unless wisely directed, lowered standards of normal training will result. From the view-point of the city superintendent, this movement, improperly directed, may increase the difficulty of maintaining a teaching corps of high standard. The community may be inclined to accept these teachers in lieu of better trained ones.
3. So far this work has not prospered, except where separated from the other work of the school. Since this course is not separated from the other work of the school, and since no

special instructor is provided, there may be a tendency to dissipate the energies of both teachers and pupils, unless the work is properly safe-guarded.

4. Lack of state aid to provide for the additional expenses of maintaining this course will necessitate greater sacrifice and more unselfish devotion to this phase of work in order to make it a success.
5. In its present form in Nebraska, this measure must be regarded as a temporary expedient to meet a present emergency. If this system, under wise guidance, meets this emergency, it may take on a more complete form and live in answer to a permanent need.

In conclusion, permit me to confess that I have been in sympathy with this movement from the first. The strenuous opposition of conservative educational opinion should lead us to build the more cautiously, and hence the more wisely. I am one of those who believe in making the most of what we have, and I am sure the educators of our state will stand loyally back of the State Department in its efforts to cause this law to bear fruit an hundred fold.

NORMAL TRAINING IN NEW YORK HIGH SCHOOLS.

Address delivered before the superintendents of Michigan at their annual meeting in 1901 by Frank H. Wood, M. A., supervisor of this department of work for the State of New York:

The cardinal duties of the state in education are three in number: To insure efficient teaching, to provide free schools and to make attendance compulsory. Efficient teaching is the key to the situation. Without it free schools and compulsory attendance avail little. An important lesson lies concealed in Garfield's definition of a college—"A log with Mark Hopkins on one end and a student on the other." These fundamental principles were early recognized by the far-sighted statesmen of New York. In this connection I must make special mention of the name of DeWitt Clinton, for ten years governor of the state, a noble specimen of vigorous, sturdy manhood, brilliant, broad-minded and aggressive, quick in intellectual perception, keen of penetration and unerring in judgment. In 1819 he said: "Ignorant and vicious preceptors and injudicious and ill-arranged systems of education must have a pernicious influence upon the habits, manners, morals and minds of our youth, and vitiate their conduct through life. Liberal encouragement ought to be dispensed for increasing the number of competent teachers."

The drift of public sentiment from the outset seemed to favor the utilization of existing institutions of secondary instruction, the old-line academies as they have latterly been termed. In fact these institutions had already proved the principal agency in providing teachers for the common schools and had done pioneer work in training teachers without state aid. Some on their own initiative had been offering special subjects for teachers in their courses of study. The academies have therefore been fittingly termed the nurseries of the teachers' training classes. Necessitating no outlay for special buildings they could do the work with least delay and expense. Favorably located in different sections of the state they could most conveniently meet the local needs.

The first legislative act tending to further this idea was passed in 1827 and provided permanent funds "for annual appropriations to common schools, to increase the literature fund and to provide for the education of teachers." The increased appropriation resulting from this act strengthened the academies and was thus indirectly a help in training teachers; but the first direct act of the legislature to

accomplish this end was passed in 1834 and constitutes the earliest enactment of any legislative body of state or country in the new world providing for the professional training of teachers. Under its provisions departments of instruction for common school teachers were established in eight academies, one in each of the senate districts of the state. Each academy thus designated received $500 for the purchase of books and apparatus, and an annual appropriation of $400.

Such was the origin of the teachers training classes which have occupied a unique place in our school system ever since, proving an indispensable factor in providing teachers and still remaining a principal source of supply for the rural schools. During this period of sixty-eight years financial aid from the state has been continued uninterruptedly save for a space of five years immediately following the establishment of the first normal school at Albany in 1844.

It would be instructive to trace the growth and development of this branch of professional training; to note the difficulties which from time to time were met and the remedies which were applied; to examine the course of study and the frequent changes and modifications that were made; to observe the different methods adopted for conferring financial aid; and to consider the qualifications prescribed from time to time for membership and the conditions which led to the abolishment of all qualifications for a period of thirty-two years. This is however aside from our purpose here.

It is the training class as now organized and conducted to which we must give our undivided attention.

First as to organization: The training classes are under the unrestricted jurisdiction of the Department of Public Instruction and are conducted as distinct departments of the high schools or union schools with which they are connected. The number of classes is limited by statute to 113, corresponding to the number of school commissioner districts in the state. On or before the first of April each year applications for appointment to instruct training classes are presented to the state superintendent by the boards of education of the institutions desiring such appointment, on blank forms provided for that purpose. These applications set forth various facts of information regarding the school, giving the number of teachers employed, the enrollment in different departments, towns represented by nonresident students, opportunities afforded for observation and practice work, and names, qualifications and salaries of instructors. Before being forwarded the applications must be approved by the school commissioner of the district. In designating the institutions in which instruction shall be given the statute requires the state superintendent to distribute them among the school commissioner districts of the state as nearly as well may be, having reference to the number of school districts in each, the location, and the character of the institution selected. It is naturally the policy to select the institutions that give promise of being most serviceable in this training. The idea of

permanency is an important fact to be considered for it is essential to retain so far as possible the same institutions year after year and make them educational centers for this work.

Certain specific requirements are at present prescribed in the regulations issued by the state superintendent as a prerequisite for appointment, among them the following: The institution must furnish as instructor or instructors a college graduate or a normal graduate with three years experience in teaching since graduation, or the holder of a state certificate. All instructors must be approved by the state superintendent the same as teachers employed in the normal schools of the state, and a minimum salary of $500 must be paid. The institution must also furnish a suitable room or apartment separate from all other departments of the school, in which the training class members shall be seated; it must provide opportunity for members of the class to observe methods of teaching in the several grades of common school work and to teach in such grades under proper criticism and direction; it must conduct the prescribed recitations in the subjects belonging to the training class course, separately from all other recitations; and it must maintain a legal class, that is, a class of not less than ten nor more than twenty-five members, for at least thirty-six weeks in the year.

The school year is divided into two terms of not less than eighteen nor more than twenty weeks each. New classes are organized in September only, but candidates may be admitted at the beginning of the second term providing they intend to remain in the class an entire year. Four periods of thirty-five minutes each every school day must be occupied with instruction on the topics as prescribed in the course of study. Adequate time must also be given the instructor for the proper supervision of the observation and practice work. In addition to the recitation work prescribed members may by special permission enroll in one or more high school classes, but this is rarely found practicable save where a student proves weak in some subject of the course and needs to take supplementary instruction in it, or where in case of failure to complete the course in the allotted time a student is required to take an additional term in the class and has time and ability to pursue new work.

The qualifications for admission are as follows: Candidates must be at least seventeen years of age at the time of entrance; they must subscribe in good faith to the following declaration: "We, the subscribers, hereby declare that our object in asking admission to the training class is to prepare ourselves for teaching, and that it is our purpose to engage in teaching in the public schools of the State of New York at the completion of such preparation. We pledge ourselves to remain in the class during the year unless prevented by illness or excused by the superintendent of public instruction." Candidates must hold as a minimum qualification one of the following credentials: A second or a third grade certificate; or a standing of

at least seventy per cent in the following subjects, attained in a uniform examination for grade certificates: arithmetic, composition, geography, grammar, penmanship, physiology and hygiene, American history and civil government; or a regents preliminary certificate and fourteen academic counts, four of which shall be in English, two in American history, two in civil government, two in physiology and the other four optional. The regents' preliminary certificate includes the elementary subjects, and fourteen academic counts is regarded as equivalent to somewhat more than a year of high school work. All of these credentials for admission are secured upon examination given by either one or the other of the two educational departments of the state.

As may be inferred from the scholastic qualifications, membership is made up from two general classes: First, high school students, composing upwards of three-fourths of the aggregate, and second, teachers, who feel the need of special training in order to secure a higher form of license. As but one third and one second grade certificate is allowed a teacher, it frequently is a choice between dropping out permanently from the teaching ranks or taking a special course of training. And, in this connection, permit me to say that it is the policy of our state superintendent, through the uniform examination system, to create a healthful scarcity of second and third grade teachers, thereby rendering a course of study in a training class or in a normal school more and more a necessity.

The following is the course of study prescribed, for the completion of which the minimum time of one year is required: First term, first period, arithmetic; second period, psychology and principles of education, school management and art of questioning; third period, history of education, American history; fourth period, drawing and general review. Second term, first period, language, composition and grammar; second period, geography, physiology and hygiene; third period, reading, civil government; fourth period, school law and general review. Penmanship and spelling receive attention in connection with the other work of the course, also general lessons in nature study. The work in all subjects of this course, save the purely professional ones, includes subject matter, underlying principles and methods of teaching. In reviewing them as subject matter it is the special aim to take them up from the standpoint of the teacher, rather than of the student; to approach them from the science side instead of the art side.

The syllabus which is provided in the various subjects of the course is broad in character and calculated to serve as a general guide. In order that the teachers may become familiar with the best works on professional subjects, numerous topical references are made to various authors and texts. This also serves to indicate the scope of the required work.

Included as an indispensable part of the course is the observation

and practice work. Each member is expected to devote at least seventy-five periods to observation, witnessing the practical work of pupils brought from other parts of the school to receive a model lesson from the critic teacher, and also of pupils in recitations under their regular grade teachers. In visiting other departments it is ordinarily as individuals rather than as a class, and a program of visitation is usually prepared sometime in advance, thus giving due and timely notice to the students who are to observe and to the teachers whose work is to be observed. Reports of the results of observation are commonly required, sometimes oral, sometimes written; occasionally general in character but usually along some special line suggested by questions under discussion in class, as indicated on the program.

The practice work consists of two parts or steps—the preliminary or preparatory practice and the formal, consecutive practice. It is quite common at the outset to begin this phase of the work by having the members practice on each other, which if properly conducted results in much good, as they thus form a general notion of what it means to conduct a recitation and do it without victimizing any but themselves. They are then in position intelligently to take charge of small model classes brought from the grades and later in the term of larger classes. Soon after the opening of the second term consecutive practice is in order. For this purpose each student is assigned to a regular school class. Before assuming management he observes for some days the work of the teacher in charge and is then in position to proceed to assign lessons and conduct recitations in the subject consecutively under the immediate supervision of the grade teacher and the general supervision of the training class instructor and the principal of the school. Having had a sufficient amount of this practice he is prepared to act as substitute teacher when occasion arises. Owing to local conditions the amount and character of the practice work is of necessity subject to quite a degree of variation. The importance of it is, however, clearly recognized and increased attention is given it each year. Inefficiency in it is regarded as a sufficient reason for the discontinuance of an appointment.

At the close of each semester an examination is submitted by the state superintendent in all subjects included in the course of study. The question papers are prepared as follows: Each of the four state inspectors is assigned certain subjects in which he is to prepare questions to be presented to the training class board for acceptance, modification or rejection. The training class board consists of the supervisor of training classes and the four inspectors. An objection by the supervisor or by two inspectors is sufficient to reject a question. After a sufficient number of questions are accepted they are copied and then carefully read by each member of the board, who indicates any further objections that he may discover and then endorses the paper with his signature. The questions are again copied and presented to the state superintendent for his acceptance. They are then ready for print-

ing and distribution. Question papers and other supplies are forwarded to the school commissioners, who conduct the examinations in accordance with uniform regulations issued by the state superintendent, and return the answer papers to the state department for examination and rating.

Members who attain a standing of seventy-five per cent in all subjects are entitled to receive training class certificates valid for three years and thereafter renewable for five year periods if the holder has had at least two years of successful experience under the certificate. Regular attendance upon high school, normal school or college receives the same credit in the renewal of these certificates as though the time were devoted to actual work in teaching.

Prior to the issuance of a training class certificate the principal or superintendent of schools must certify that the candidate has shown sufficient skill in teaching to warrant his receiving such certificate, that he is a person of good moral character, and worthy to be employed in the schools of the state. The three indispensable qualifications of a teacher are thus recognized and insisted upon—scholarship, teaching ability and moral character; or, as our late Dr. Sheldon, of the Oswego normal school put it—"The scholar, the teacher and the man."

Membership in a training class is limited to a period of two years, and the candidates are entitled to combine the standings earned in four consecutive examinations. The superintendent reserves the right to dismiss a member at any time for improper conduct or unsatisfactory work. From sixty-five per cent to seventy per cent of the members on the average prove able to complete the course in the minimum time of one year. From five per cent to ten per cent need to take the full two years and a few prove unable to complete the course in that time.

The various requirements to which I have alluded are minimum requirements. Any school may prescribe additional qualifications for admission to the class, add to the course of study, lengthen the minimum time prescribed for the course, and require a higher examination standard than that prescribed. This is in keeping with the general policy of our state in education. As it insists upon free schools supported by general tax, and upon the education of all of the children, it is in duty bound to see that the taxpayer has value received for his money and that the children who are for the time being removed by law from parental care are placed under the charge and direction of teachers who are possessed of the requisite attainments. Properly to safeguard these interests therefore, there is established a definite uniform standard of proficiency which all candidates must reach before they can be licensed to teach in the public schools of the state. At the same time any locality is authorized to prescribe such additional qualifications as its more favored condition and environment may warrant.

Three agencies are employed in supervision—examinations, visitations by department inspectors and visitations by school commissioners. The examinations have already been described as a final test of proficiency. They are also an important means of supervision. It is the aim to make the questions suggestive and directive—teaching questions if you please as well as test questions.

In the examination and rating of answer papers great care is exercised to make the answers a means of determining the character of instruction which a class has received. It is astonishing to note how clearly at times the answers of different classes show contrasts in teaching, reflect alike excellencies and defects. The examiners who are teachers of experience under permanent employment, are required to submit each day in written form a critical report of the papers examined—school by school—class by class. The principal of the school is notified by official communication of any marked excellency or defect of his class or of its instruction as indicated by the answers. The inspectors are required to devote at least two weeks at the end of each term to the examination of answer papers, for two reasons: First, to familiarize themselves with the general character of the work as evidenced by the examinations, and thus be able to reinforce or modify impressions gained regarding the general condition and status of the work from their previous visits of inspection and discover what special features need to receive increased attention. The second object is to afford them an opportunity to read the answers to their own questions, which is the best kind of training for future question making.

Each inspector also studies with care the reports of the examiners on the work of the classes which he is assigned to visit during the ensuing term and makes notes thereon to use for their benefit. After the reports of the examiners are all in, a circular letter based on them is issued to the principals, training class instructors and school commissioners, containing general criticisms and suggestions; also a table of results showing, subject by subject, the total number of papers submitted, the total number of papers accepted, the total number ninety per cent or above, the number below sixty per cent, and the percentage of accepted papers.

At least once every term each training class is visited by a state inspector who submits a written report of the class covering the following points: membership, attendance, average age and appearance of members, credentials of admission, room and equipment, names and qualifications of instructors, character of instruction both subject matter and professional, and observation and practice work.

School commissioners are expected to inspect every class under their jurisdiction as often as once each month during the term and submit a report similar to that required of inspectors. Commissioners have also other important duties to perform in connection with this work. As they are in position to know who are fitted and qualified to

enter upon this course of training, they are to give needed information and advice regarding it and to see that only those who possess a good moral character, ability and aptness necessary to success in teaching, are recommended for admission. As they are in close touch both with the schools and with the training classes they can accomplish much toward placing the best teachers in the most desirable positions, a most practicable and efficient way of building up the rural schools.

Let us next consider the benefits that result to the institution conducting a training class. First, the financial side: Each school receives from the state the following compensation: A fixed sum of $500 per year; an added sum of $100 as teacher's quota; a pro rata allowance for each member in excess of ten, ranging from ten dollars to forty dollars—depending upon the annual appropriation of the legislature and the total excess. Warrants for payment are issued at the close of the second term but not until after the daily register of attendance and yearly report of work have been received and examined.

Another benefit is the added rank, dignity and tone imparted to the school. This is not a theory but a condition, not a sentiment but an actuality. The influence of a training class properly conducted is felt in every department of the school with which it is connected. It makes progress a necessity; for when a teacher understands that his work is to be observed from day to day by wideawake, alert students, who are making a special study of the science and art of teaching, it is certain to put him on his mettle, to place him where he must grow and develop, where he must do his best work. It also arouses a professional spirit in the school, it begets a feeling of esprit de corps which makes itself felt throughout the school and throughout the community. Moreover the training class tends to make the school the educational center of the locality. The outlying schools to which it sends its graduates to teach naturally become feeders to the parent school. Many boys and girls are encouraged to enter the high school who under other conditions would be content with the opportunities offered by the district school.

As the graduates are for the most part engaged in teaching in the immediate locality, an interesting and valuable feature is the opportunity afforded the school to keep in touch with its graduates, to give them needed counsel and advice, and to help, aid and assist them in their work. In many schools much is accomplished through the medium of personal correspondence. Some schools hold annual association meetings of their graduate teachers. This idea is also sometimes furthered by issuing circular letters periodically, calling for definite information regarding important phases of the work, encouraging the reading of professional books by offering a loan list, and inviting a free interchange of thought on questions that trouble and perplex. While this phase of the work is of comparatively recent development it is accomplishing important results. It is, however, yet in a large measure a field full of promise to be cultivated.

The special mission of the training class is to provide the local schools that are not in position to engage normal graduates with teachers who are proficient in the common branches and have devoted at least a year to special preparation—largely in professional work. The province of the normal school and the province of the training class are therefore clear and distinct. The two are supplementary agencies and are not to be regarded in any sense as rivals. Many training class graduates after teaching a few years are enabled to complete a course of study in a normal school, a step seemingly impossible before they gained foothold through the training class.

The normal school can not supply the demand for teachers in the common district schools. Moreover, the normal school teacher is as a rule beyond their reach, for the assessed valuation of a large majority of the districts is so low as to render the engagement of normal graduates an impossibility. The training class is the only means of providing trained teachers for such schools. With the standard at present established for teachers' licenses the schools could not without it be provided with qualified teachers. The converse of this proposition is also true, namely, that the present standard of teachers' licenses could not be maintained without the training class.

The number annually graduating from the training classes is nearly the same as the number graduating from our twelve normal schools, about 1,100 in each case. For the past five years each has shown an annual increase of 100. Nevertheless it is more difficult to supply the demand for teachers both in the rural schools and in the primary and grammar schools of the cities and villages than it was five years ago.

In this connection it would, I think, be interesting to give a brief statistical summary in evidence of the progress which has been made in our state during the past seven years toward making teaching a profession in fact as well as in name. Preliminary to this it will be necessary to explain two matters that have material bearing on the question.

When training classes were first established there were no public high schools or free academies as at present. Being connected therefore with private institutions they were placed under the supervision of the regents of the university. Gradually however the old-line academies had either been absorbed or superseded by public high schools and academic departments of union schools until latterly the public schools were very largely assuming the management and instruction of training classes. Moreover, the regents could not grant licenses to teach; had no jurisdiction over the elementary schools, and only certain supervisory privileges over the public high schools. Hence in 1889, after an existence of fifty-five years, the training classes were by common consent transferred from the board of regents to the department of public instruction.

For obvious reasons the instruction prior to this date had been

confined mostly to preparation for examination in subject matter. All members desiring to teach except such as might have had previous experience—were required to enter the commissioner's examination for a third grade certificate, which was restricted entirely to subject matter work. As the standard for admission was at no time high it naturally followed that the time was very largely devoted to scholastic preparation. Though important changes were made in 1890 it remained for our present honored state superintendent, Charles R. Skinner, on assuming office in 1895, to reorganize the work throughout and to make it strictly an agency for the professional training of teachers.

The other matter referred to is the law enacted by our state legislature known as chapter 1031 of the laws of 1895. Under its provisions no person can be employed or licensed to teach in the primary and grammar schools of any city who has not had successful experience in teaching for at least three years, or in lieu thereof has not completed a three year's course in and graduated from a high school or academy having a course of study of not less than three years approved by the state superintendent of public instruction, or from some institution of learning of equal or higher rank, approved by the same authority, and who subsequently to such graduation, has not graduated from a school or class for the professional training of teachers, having a course of study of not less than thirty-eight weeks, approved by the state superintendent of public instruction. Normal school graduates and holders of state certificates are in the nature of things declared eligible to these positions.

This act further authorizes the public school authorities of any city or of any village of five thousand or more inhabitants to organize and maintain one or more schools or classes for the professional instruction and training of teachers under the supervision and direction of the state superintendent. In general they are designated training schools to distinguish them from the training classes which we have been considering to-night. Last year there were sixteen of these schools under instruction with a membership ranging from six to 343, and an aggregate membership of 884. They differ from the training classes in that they require for admission a diploma of graduation from an approved high school and a longer and more extended course of study. There is also no limit to membership—maximum or minimum. They are subject to state inspection and examination in like manner as training classes. When we bear in mind that there are more teachers employed in our cities than in the state outside of the cities, and that nearly two-thirds of the total number of pupils in attendance are registered in the cities, we are in a position to appreciate what an important and far reaching factor this act is in the professional training of teachers. The reason why the legislature failed to include in its provisions the teachers outside of the cities was not because the country boys and girls do not need and are not entitled to as thoroughly qualified teachers as their more favored city cousins, but because it was practically impossible to impose these high require-

ments on the village and rural communities. As the law does in spirit and reality however declare that no one hereafter can be regarded as reaching the minimum standard that should characterize teachers in the public schools, who has not completed a thorough high school course and had at least one year of subsequent professional training, it clearly becomes the duty to prescribe for teachers outside of the cities as high a standard as conditions will warrant—to make special professional training there a necessity in so far as possible.

The statistics for the past seven years, to which reference has been made, are now in order and will indicate to what extent this idea has been carried out by our present state superintendent. First, as to the number of untrained teachers employed—in general those holding first, second and third grade certificates though it should be understood that those holding first grades may have had many years of experience in lieu of training. In 1895, 305 first grades were issued; in 1901, 177, a decrease of forty-two per cent. Of second grades there were 4,997 and 2, 127, a decrease of fifty-seven per cent. Of third grades there were 6,109 and 1,132, a decrease of eighty-one per cent. Or in the aggregate, in 1895 there were 11,411 grade certificates issued and in 1901, 3,436, a decrease of seventy per cent.

Now as to the professional certificates: In 1895 the number of normal school diplomas was 715; in 1901, 1,089, an increase of fifty-two per cent. Of training class certificates there were approximately 350 and 1,066, an increase of 205 per cent. In the aggregate there were therefore issued in 1895, 1065 professional certificates and in 1901, 2,155, an increase of 108 per cent. During the same period the number of state certificates increased from thirty to seventy-eight and the number of college graduate certificates from twenty-eight to 131. Training school certificates were first issued in 1897 and the number for that year was 195 and for last year 436. These should also be included with the professional certificates and by so doing it would increase the total gain to 154 per cent.

You will observe that the rate of increase of professional certificates far exceeds the rate of decrease of unprofessional certificates, 154 per cent in the former, seventy per cent in the latter case; but the total increase in professional certificates is 1,647 while the total decrease of grade certificates is very nearly 8,000. To put it otherwise, notwithstanding the rapid rate of increase in professional certificates there were 6,000 less certificates issued last year than in 1895; and yet 6,000 more teachers were employed. You would naturally infer that our supply of teachers must be very rapidly diminishing in number. There is doubtless some decrease, as I have before stated, but not to any such extent as that indicated. As permanent certificates replace temporary ones the total number of certificates issued yearly would naturally and certainly should decrease proportionately.

It is suggestive to note that while the third grade certificates fell

approximately from 6,000 in 1895 to 1,000 last year, the training class certificates increased from 350 to 1,100, thus clearly indicating that training class graduates are rapidly replacing or displacing third grade teachers, and that the latter will soon be unknown. In fact, there are a large number of commissioner districts in the state to-day in which no third grade teachers are employed. From the nature of the case when once the third grade teacher disappears the source of supply for second and first grade teachers will be gone; in other words, professional training as a qualification for teachers will then be universal throughout the state.

It may be interesting to note that largely as a result of the higher standard required of teachers the average annual salary of teachers during the period referred to above increased from $483.68 to $662.64. The increase in the commissioner districts, however, was much less than in the cities. For the same years the cost of maintaining the schools of the state increased from $20,000,000 to $37,000,000. Twenty-one million dollars were paid for the one item of teachers' salaries last year —$1,000,000 more than the total cost of maintaining schools in 1895. I think you will agree with me that these facts and figures are good evidence that the public will employ competent teachers at a compensation that will be a fair equivalent for their labor—providing the incompetents are barred; and I know of no more practical or effective way than this of assuring the deserving teacher an adequate compensation.

In conclusion, there are a few general statements that I ought to make prominent in connection with our training class work. In the first place the vital importance of careful supervision cannot be too largely emphasized. Whatever success has attended the training class in our state has been very largely due to the close supervision which has been given it. It is just as essential here as in managing the great business enterprises of the world, where it counts for so much and is so highly valued.

It is a lamentable fact that most of our high school principals and indeed many of our superintendents of schools, who are engaged at a salary of from two to three times as much as that paid to any teacher in the school system because of their ability in the supervision and direction of the school work, are required to do so much teaching that they are unable to give any adequate attention to supervision—the very work which counts for so much in school matters. Fortunately in our state our superintendents in the cities and in villages having a population of 5,000 or more are relieved from this embarrassment by reason of the fact that the state allows $800 toward the salary of every such superintendent provided he does no teaching. It is needless to remark that this is a very effective remedy.

To secure best results there must also be a central authority clothed with full power to meet conditions, whatever they may be. In this as in school work generally it is essential to have not only the

power which one may reasonably be expected to exercise from day to day, but also whatever additional power may be necessary to meet any emergencies that may arise. The fact that there is this reserve power will in itself render its frequent employment unnecessary. Centralization here is to be desired, not feared.

Another condition essential to success is unity and harmony between the different department interests—represented with us by the different bureaus. By keeping one thought uppermost, namely the good of the schools, these bureaus prove mutually helpful and beneficial and make possible what otherwise were impossible. In all these respects we have been highly favored and hence must be held responsible for commensurate results.

COMMISSIONER DRAPER'S OPINION.

Normal training in high schools is no longer an experiment or a temporary expediency in New York, where it has been tried for nearly three-quarters of a century. This is evidenced by the opinion of Andrew S. Draper, LL. D., commissioner of education for the state of New York, in his annual report for 1905. He says on this subject: "For a long time the state has maintained training classes for teachers in the high schools and academies. These were in charge of the Board of Regents until 1889, when by voluntary action of the Board and then by legislative act, their management was transferred to the State Superintendent of Public Instruction. These classes are not intended to do the work of the normal schools. They are expected to provide limited instruction in pedagogical courses for beginners in such work who reside in their neighborhood. It often happens that students who begin in these classes acquire an interest in the subjects in which they have been drilled to an extent which leads them to go to the normal schools or to pedagogical courses in the colleges and universities. There are over 100 of these training classes in the better academies and high schools in various parts of the state. They are distributed under appointment by the Commissioner of Education, with some reference to the ability of the schools to care for them and to the convenience of intending students. The expense of these classes to the state is a little more than $100,000 annually. In the last year they instructed 2,921 students."

In his annual report for 1906 Commissioner Draper says of this work in the high schools of New York: "The most fruitful if not the most hopeful source of good teachers for the district schools is found in the training classes. It is confidently believed that this agency for providing teachers for the rural schools will be ever increasing in its efficiency."

OPINIONS OF NEBRASKA EDUCATORS.

I am in favor of the high schools doing this work in normal training. It is the only practical method of reaching a large portion of the rural school teachers. I think also that state aid is the proper thing. Twenty thousand dollars distributed among the high schools of the state will benefit four times as many students as when given to a single institution. We shall plan to take up this work.—A. G. Smith.

In brief my argument for normal training would be: First, growth of school spirit and interest in educational affairs; second, need of a better teaching force; third, better wages; fourth, the results as will be observed in a better citizenship.—James E. Delzell.

My strongest argument for the plan is that most of the graduates teach before going into any other sort of work, and particularly before going to college or university—and the greater part of them remain in the work. It would perhaps be the means of arousing an interest in teaching and of inducing more to remain in school until they had fitted themselves for the work. Such a scarcity of teachers as exists in this county this year leads one to feel that in a short time no one will care to teach in our smaller schools.—Flora B. Quick.

"For the sake of the little child" let the strong high schools of Nebraska undertake this work for the magnificent educational system of our state. Under present conditions many a bright young graduate enters upon the great trust of teaching poorly equipped in the branches which she is to teach, and with the work of the country school a sealed book to her. And the little child must reap the reward of her ignorance. Yet the majority of Nebraska schools are filled with just such teachers. Our school system is no stronger than the weakest school or the weakest teacher. Give us state normal schools, junior normal schools, high school normal courses, until in Nebraska "no unskilled hand shall play upon the harp, for the tunes are left forever in the strings."—Alta B. Jones.

I heartily indorse your plan for a teachers' course in high schools. A large number of our teachers come from the high schools direct and are generally poorly prepared for teaching on account of the course of study pursued.—A. V. Teed.

Most emphatically your plan has my endorsement. But let us be careful now and not go too far. I think it would be a mistake to permit any high school to issue certificates, and I am opposed to allowing county superintendents or the state examining board to accept high school grades.—George Crocker.

I believe your plan can be made a success providing the requirements can be rigidly enforced. Two years ago Prof. Fossler of the Hartington schools had a class among which were five or six young ladies who desired to teach. He talked with me relative to their preparation for the examination, but more particularly concerning the training they should have to enable them to fairly well organize and manage a country school. After some debate it was decided to provide a normal class covering two semesters. Most of the time was devoted to discussions of questions of school organization and school management. Almost every phase of the work of which a young teacher would feel the need was gone over and more or less definitely worked out. These young ladies secured schools and taught successfully. The improvement was so marked in these beginners in contrast with other high school graduates attempting to teach without having received any training for the work, that I have since earnestly advocated the normal class in high schools where any considerable number of the graduates expected to become teachers.—A. E. Ward.

A good part of the high school graduates teach, and we get our best teachers from the high school, as a rule. Their education is much more solid than that of the graduates of some other institutions. In my opinion the normal training you contemplate would greatly aid their efficiency.—Charles O. Stewart.

I am decidedly in favor of giving the prospective teachers in the high schools a course in methods of teaching. Count me on your side of the plan you have in mind.—George D. Carrington, Jr.

I am decidedly in favor of our high schools putting in a normal course, that is, such schools that can maintain a sufficient teaching force. I believe in establishing the teachers' course near the great majority of teachers. It has been my observation as county superintendent for six years that while ten teachers go away from home to attend normal schools, ninety remain at home and depend upon their high school training to qualify them for their work. And another fact very patent to all is that a sufficient number of teachers cannot be induced to attend our normal schools to supply our rural and graded school positions. It may be worked up to this sufficiency in the course of a number of years, but to do so at one stroke of the pen is entirely out of the question. Hence I am in favor of our high schools serving our highest and best interest first, that of preparing beginners to teach.—W. T. Bottenfield.

Your plans are very similar to plans I have urged with Lincoln high school authorities, so how can I take exceptions to them? However, your plans are broader in scope, reach farther, and satisfy me better than those I have had in mind, and I heartily endorse without discussion. The only doubt I have concerns the application—to what extent and in what schools could these things be done? Dividing up into courses, for example, must be limited to schools with teachers enough to avoid overwork. I cannot believe it best with fewer than, say, four high school teachers.—O. R. Bowman.

I am much in favor of normal training in high schools. We have about six who teach to one who enters a higher school of learning. Why not fit our high school course for the six rather than for the one? Those who really want a higher education will find some means of getting it. As it is, normal branches are taught to mere boys and girls, that is, boys and girls below the high school. Let us have more of it in more mature years, for after all, it is the common branches that are used in all daily life.—E. H. Koch.

In many of the counties of Nebraska the country schools take all the high school graduates as teachers at once. At present in many places the demand exceeds the supply. Say what we please about what ought to be, the fact still remains that the majority do not and many cannot go to a normal school before commencing their teaching. Then the logical plan for such training is in the high school as far as the resources of that school will allow.—H. E. Bradford.

We would like to have our school recognized as one that is giving normal training to graduates. For the past ten years we have had a training course for all those graduates that have sought to become teachers. This training is not included in the four year high school course given in the schools here. The training here is comprised in the following: Each graduate wishing to teach in the Nebraska City schools must, before she is eligible to a position in the schools, do the following work under the direction of the superintendent—she must take at least one post graduate subject in the high school; she must spend the forenoon of each school day during the year in the ward schools—here she is under the personal supervision of the principal; she has to observe the work in the different grades, teach classes, make out programs, and give special attention to school government and class management. The persons taking this work have in addition to take psychology three times a week under the superintendent. Persons taking this course are also required to do a certain amount of reading in the teachers' library. This, too, is done under the direction of the superintendent. We have a considerable number each year that take this work. If the above meets your views as to the training that the high schools should give, we should like to be placed on the list of schools giving work of this kind.—N. Sinclair.

Since 55 per cent of our graduates begin teaching at once after graduation, such a course ought to be encouraged. I have for years been in favor of normal work in the high school. If you will ask Prof. Searson, he will remember my argument with Dr. Luckey on this point. Prof. Searson said he would have helped me out if I had needed help. I have held aloof from this because I have always argued that a high school with but two teachers should have but one course. But we are giving a thorough review in history and arithmetic during our last year, and the way I teach Latin my pupils get three years' review of English grammar. Since I now have three periods per day for office and supervision, I think I could do fairly well the work on theory. So

if you are willing to give me any encouragement, I shall bring the matter before our board and undertake the work if so directed.—R. H. Watson.

We have organized a class of seven in our last year. The students are as mature as the average students in normal schools, and they have had as good preparation. It will help them to make more of their other work by getting a new view-point. Have seen that effect already in the case of some taking the work. Since so many enter teaching directly, we owe them better preparation.—A. A. Reed.

I should like to have the Ashland high school recognized for normal training. I cannot say whether the school board will try to meet the requirements, but I shall use my endeavors to get them to do so.—E. E. Magee.

Crete would like to try normal training, and I believe we can meet the requirements. I believe the classes in high school generally would do more careful work because they would feel the importance of it more.—G. A. Gregory.

I am heartily in favor of more emphasis being placed on the common branches in the high school, and especially do I favor a review in the senior year, the work to be done very much as it is done in the normal school. I believe a course in the elements of psychology to be far more practical than some subjects that are now taught. The young man going into business will succeed better who has given some serious thought to the workings of the human mind. And so, too, with the professions. A physician who understands the workings of the human mind, and through this knowledge is able to get control of the mind of his patient, is by far the more successful physician. So, too, with the lawyer and minister. I speak of these things because so many of our young people go from the high school at once into these professions. The "sweet girl graduate" who doesn't get ready for anything in particular, but who is soon found in the matrimonial ranks, would be a more intelligent mother if she understood the laws governing the unfolding of the precious souls given into her charge. With such a preparation on the part of the mother there would be less need for the kindergarten. The work in psychology could, of course, be given a pedagogical turn so as to fit the young person for the teaching profession.—J. M. McIndoo.

The fact that so large a per cent of our graduates teach is one reason I favor the plan. Out of our present senior class of fifteen members, at least eight will teach without further preparation after being graduated. Also, two of our senior class dropped out and they are both teaching. If we consider the greatest good to the greatest number also the large number of children who are under the care of these inexperienced and untrained teachers, the plan is worth more than it costs. —W. T. Stockdale.

During the four years I have been in Arapahoe I have given work very similar to that you mention. We had a thorough review of all

the common branches, keeping in mind constantly that many of the pupils were to be teachers. Then in addition to this we had a class in which we studied briefly the history of education, methods of teaching, school management, pertinent pedagogical problems, etc. Each prospective teacher was given opportunity to visit our own lower grades and to do some actual teaching. We have paid more attention to the training of our pupils for teaching and for actual life than to fitting them for the university. Only twelve per cent have gone to advanced schools, while almost fifty per cent teach, and the remainder take up the duties of life. The fifty per cent certainly should be looked after. The idea of three courses I think is a good one.—C. W. McMichael.

Observation work in public schools (adapted for use by visits to rural schools) is the most valuable instruction possible in any normal training work, as no other system can afford the real conditions under which teaching must be done. Instruction in the high school will nearly always be in the hands of those familiar with Nebraska conditions and needs, and, consequently, there is little danger of an excess of theory.—C. S. Jones.

1. It prepares a far greater per cent of pupils for the work in which they actually engage. 2. The excellent "review" fits them better for business, i. e.—it prepares them for either teaching or business. 3. The "practical results" of the "review" meet the popular criticism against the school, "Pupils not skillful in spelling, writing, composition, and arithmetic." 4. It is about the only way of meeting the emergency arising under the new law, and fortifies against the repeal of this law. 5. It is an inexpensive plan for bettering the teaching profession in Nebraska (not the best way, however). 6. Pupils from country schools, many of whom engage in teaching with no secondary instruction whatever, must enter the high school and take advanced studies in order to get this normal course. 7. Would cause a much greater attendance of non-resident pupils and popularize the high school over the county.—Edward M. Hussong.

For five years, besides the reviews in arithmetic, grammar, geography and history, I had a class for those expecting to teach. We studied school management; they visited schools; and I gave them talks on pedagogy, etc. I tried to impress upon them the necessity of conscientious effort and the value of sympathy in dealing with young people. The following facts tell something of their success: Of the 101 teachers in Johnson county for this year, thirty-two are from the Tecumseh schools—thirty of them were my pupils—and twenty-eight of these thirty graduated while I was there. A number of others are teaching elsewhere. I had eighty-nine graduates in the six years. This large per cent of teachers I think is due to the opportunities for preparing for the work. But I found this true—I had to give the technical work in teaching myself if I got it done at all as I wanted it done. And I believe this will be the drawback in trying to do such work in the high schools. The ordinary high school teacher would not take the proper

interest in the work, and she would not have the ability if she had the interest. I feel confident that the majority of them, outside of the superintendents, would do the profession more harm than good. I refer, of course, to the teaching of pedagogy and school management. But I do believe here is a great field for work and that the things you are recommending are nothing short of a revolution—and a glorious one. You can depend on me to do whatever I can to help the good work along.—C. N. Anderson.

IN CONCLUSION.

In our opinion there is no other avenue open for the training of teachers for the rural schools in Nebraska than through the agency of our strongest high schools. The graduates of the colleges, universities and advanced courses of our normal schools, will be required for superintendents, principals, and high school and grammar grade instructors of our town schools. The graduates of the elementary courses in our state and private normal schools will be required for the grade work in town and city schools. It follows that we must look to our high schools to train those who are to teach in the rural schools. It is a condition and not a theory which confronts us.

OMAHA HIGH SCHOOL.

Bloomfield Public School.

Lectures, Addresses, Reports and Papers ON Educational Problems of To-day

OUR PUBLIC SCHOOLS—THEIR DEBT TO THE PEOPLE.

Lecture by Honorable W. E. Andrews, Ex-Congressman, 5th Nebraska District, now Auditor for the United States Treasury Department, Washington, D. C.

The request to reproduce this lecture in type recalls several years of service rendered in the public schools, academies and colleges of Iowa and Nebraska. It revives pleasant memories with respect to thousands of pupils, students and teachers with whom I enjoyed a very delightful acquaintance. The atmosphere of educational life seems to be renewed on this autumn day as I observe the pupils, students, teachers and professors of the capital city of our nation on their way to the schools, colleges and universities in search of knowledge. I recall with pleasure my associations of former years with the educators of Nebraska. In memory I can see the earnest countenances of men and women in the meetings of our state associations as they diligently searched for more light and better methods of instruction.

Such reminiscences suggest that the continued existence of our public schools is a strong proof of an urgent public need. Their history, development and purpose should be clearly understood by all, especially teachers. Our colonial schools and colleges were only the germs from which our modern institutions have been evolved through the progress of years. Knowledge has gradually expanded, experience has added its lessons of wisdom and the true science of education has unfolded into practical results.

Quite naturally those who enter the profession to-day see all these things in the mirror of the present without special reference to their historic bearings. But what is the true measure of this problem? What responsibilities does it impose upon you and me? Does it mean anything more than a fixed compensation per month or per year and the last day of school? Certainly. In view of such questions let us glance at the investments represented by our educational system. Within the borders of Nebraska alone, we have 6,656 school districts with property worth $11,309,208.36. We disburse annually $3,365,836.36 for teachers' salaries and $2,038,455.62 for other current expenses, making a total annual expenditure of $5,543,550.11, inclusive of bonded indebtedness paid. Add to this an annual interest of four per cent on the permanent investment for school property and we have as the annual cash cost $5,995,918.44.

Naturally a business man would repeat the question frequently—is this enterprise returning a satisfactory net gain? We have in this state a school population of 376,898 with an enrollment of 278,715 and an average attendance of 185,172 under the instruction and training of 9,680 teachers only seventy-three per cent enrolled and forty-nine per cent in attendance. With this intellectual in-

vestment added, we may repeat the question with increased emphasis—is this enterprise returning a satisfactory net gain to the state?

But let us glance for a few moments at the wider field of the nation. The school population of the United States (ages 5 to 20 inclusive) according to the census of 1900 was 26,110,788, males, 13,086,160 and females 13,024,628. These figures suggest that there were 61,532 lonely boys. The enrollment for the school year 1903 and 4 according to the latest statistics furnished by the United States Bureau of Education was 16,256,038 with an average daily attendance of 11,318,256. The number of teachers employed for that year was 455,242, males 113,744 and females 341,498. Only sixty-two per cent enrolled and forty-three per cent in attendance. Why so low? How can they be increased? (The public owes this debt to the schools.)

The current expenses for the year amounted to $273,216,227, including teachers' salaries $167,824,753. The value of the permanent school property is quoted at $685,000,000 which represents a permanent investment.

In private business we would add to our annual expenditures a reasonable rate of interest upon the invested capital in the consideration of losses and gains. Thus we would have at four per cent $27,400,000 as an annual interest charge upon the permanent investment in the public school system of the United States. In view of this vast expenditure of money, we are inclined to increase the emphasis upon the question: Is this public school enterprise returning a satisfactory net gain?

From a purely business standpoint our public schools owe a heavy debt to the people who have from year to year enlarged their contributions through public taxation for the continuance and expansion of the work. Thirty-five years ago our total annual expenditure amounted to only $ 63,000,000 as compared with $273,000,000 for 1904.

The vision of some who may read these lines may be limited by the walls of a building poorly furnished with the comforts and appliances necessary for successful educational training. If so the mere suggestion of the figures herein quoted will be sufficient to expand their range of vision toward the real magnitude of the financial side of this question.

We should regard the district, county and state only as parts of a great national enterprise, whose annual cost exceeds one-half of the total annual expenditures of our national government. With this vast outlay of money are the public schools of the nation returning a satisfactory net gain? What evidence must be required as an answer to this question?

The financial investment constitutes a minor portion of the contributions which the people of the nation have made to this cause. Their principal investment is represented by the intellectual and moral resources of 26,000,000 boys and girls, 16,000,000 enrolled and 11,000,000 in daily attendance. The cash investments have placed before

this vast army of children the open doors of modern opportunities. Thus we observe that the "open door" policy is not new in the affairs of our country.

If you study these facts carefully in comparison with the conditions that prevailed throughout the old world for many centuries, you will discover one of the chief characteristics of the American republic, namely: The education of the masses. The founders and leaders of our nation wisely foresaw that an intelligent citizenship must be relied upon to preserve and perpetuate republican institutions by means of an honest and intelligent ballot. Consequently our public schools were created by law to assist as important agencies in the accomplishment of such results.

Thus they are indebted not only to the parents and children but likewise to the nation. But how can they discharge such obligations? Of course, it cannot be done by the return of cash dividends. The investments have not been made for that purpose.

Their debt to the people is the development of genuine scholarship, intellectual manhood and womanhood well equipped for the ordinary duties of private and civil life. Thus we have 455,000 teachers, intellectual leaders, to guide a school population of 26,000,000 children into the possession of knowledge and train them in its proper uses. The method of procedure involves the entire scope of the science of education which those intellectual leaders are supposed to understand; for how can we reasonably expect an ignorant guide to lead safely through a country that he does not know.

There lies the boundless realm of knowledge stretching away into the distance beyond the range of finite vision. 455,000 teachers, intellectual leaders, invite 26,000,000 boys and girls to follow them in the work of exploration. But how can the child mind be brought into possession of the elements of knowledge sketched for him in the text books and in the words of his teacher? Do those intellectual leaders all understand the real nature of the child mind and the laws of its growth? Do they clearly comprehend all of the ways by means of which the child mind can gather knowledge and grow? For after all education is a growth, natural in some respects, acquired in others. Have all these teachers scanned the pages of text books on psychology? Have they learned the technical terms describing the different powers of mind? Have they acquired the fruits of the labors of those who have gone before them and left their words upon printed pages? Even after they have accomplished this, their study is still incomplete. They must turn from the lifeless page and look into the vitalized countenance of the child as it reflects the conditions, mental powers, adaptabilities, and inclinations through words and facial expressions. The child life as we see it is, after all, the most fascinating work on psychology. If these intellectual leaders have been trained in the use of technical terms, have surveyed the fields of knowledge and been vitalized with child life, the journey through the realm of knowledge will be only a delight and profit. Let me press this sug-

gestion as closely as possible to the heart of every teacher who scans these lines. It is the vitalizing influence of the living teacher that must give enthusiasm, delight and guidance to the child in his search for knowledge.

Of course the child must do his part. Those of us who have had some observation and experience in relation to educational processes understand quite well that scholarship cannot be secured through indifference, idleness or even through the process of absorption. It can be secured only by the payment of a fixed and unyielding price. Nature has placed upon it a value which is not subject to the sliding scale of the auctioneer. As physical toil is the decreed price of our daily bread, so is intellectual toil nature's unyielding charge for genuine scholarship.

A passing incident will illustrate the mistaken notion that some people entertain upon this subject: A devoted father once introduced his son to a prominent educator under whose instruction the boy was to receive his education. His paternal anxiety prompted him to ask the question—"How much can the boy learn during the term?" The educator replied, that the boy's progress would depend largely upon his own efforts and capacity. "Ah," said the father, "my boy knows how to work and he likes to work and will work. You need not hesitate because of capacity. If he does not have enough I will buy him some more."

We all understand the significant fact that scholarship can never be secured without the earnest, faithful toil of the student. Work, work, work is the decree of nature with respect to scholarship as well as daily bread. The mere drift-wood of earth has little value, but the vitalized energetic, intelligent spirits of the world are the agencies that make for righteousness and a higher civilization.

Through all the centuries of human struggle education has been one of the most potent factors of human progress. It seeks the perfection of the human soul through the harmonious development of all its powers. Through the educational process we expand and guide the receptive faculties of the child. In these early years the power to gather knowledge is enlarged by the operation of natural laws which are supplemented by human devices and methods. But no sooner has the child's mind become thoroughly conscious of its possession of knowledge than it seeks to express it. In this operation of the child mind we have a beautiful illustration of the truth that "it is more blessed to give than to receive." Thus from the exercise of the expressive faculties of the soul we receive language, literature, communication in the various forms and methods of human speech. This expressive tendency of the child nature not only seeks a hearing but demands it. It continues to sound the alarm at the portals of speech until its demands are heeded. It is irrisistible, irrepressible. Even in the heart of the bravest man, this tendency of the soul surges to and fro and forces him to reveal the fondest secret of his heart again and again until some fair maiden consents to become his companion

for life. Thus it is impossible for even men to keep a secret.

With the possession of knowledge and the power to communicate it, comes the natural inclination to compare ideas and unite them into thought expressed in sentences. From this standpoint we view the interesting, fascinating realm of the reflective, logical powers of the human soul.

To the teachers in the public schools of the land is committed the task and the duty of wisely developing the receptive, expressive, and reflective faculties of the millions who come under their instruction. In view of such responsibility, how to teach becomes a very urgent and practical question. The philosophy of the human soul is an essential part of the teacher's qualification. From the primary department to the advanced grades, different talents, inclinations and adaptabilities are disclosed on the part of the pupils. At this point it is important to note the fact that the educational process should aid in disclosing special talents and adaptabilities and thus aid the pupil to **know himself** in relation to the honorable occupations and pursuits of life.

The first duty of the teacher is to render himself useless to his pupils, by putting them in possession of their own powers. This statement seems paradoxical although it expresses a wise educational policy. "It is what the student does for himself, by himself under wise guidance that educates him." The reasoning powers of the student should be steadily guided into a complete self reliance with a conscious assurance that he knows how to gather knowledge, how to express it and also how to compare ideas and draw logical conclusions. Boastful egotism, however, should never supplant intelligent self reliance. Thus the public schools should impart high ideals and develop the ability to reproduce them in the practical affairs of private and civil life. Ideals and their reproduction! Knowledge and its application! Take an inventory, if you please, of the ideals that control individuals and nations.

Look into the mirror of history. There is China with ancestral education binding her to the traditions and customs of the past and thus impeding progress; there is India with caste education; Persia with state education; the Jews with theocratic education; Egypt with priestly education; Sparta with martial education; Athens with an aesthetic education; Rome with a so-called practical education, supporting her eagles and her jurisprudence. But, after all these, there appeared the far-reaching influences of Christian education flooding the world with new light, new hope, and new ideals, emphasizing anew the God-given rights of the human soul. Its great teacher "spake as never man spake" and placed before the world for all time to come its highest ideals in thought, character and deeds.

Turn to the field of art. Let your mind rest for a few moments upon the illustrious Michael Angelo. See his mind in active operation, working out its elements of knowledge into the fascinating forms

of beauty. See him with the hand of skill making the marble speak, making the canvas speak, reproducing for all time the high and beautiful ideals and concepts of his own soul. Ideals and their reproduction! Knowledge and its application!

Take another symbol. Will you turn to the early history of our country, and stand for a few moments side by side with the great nation builders of the western continent— George Washington, Alexander Hamilton, Thomas Jefferson and James Madison? In memory of that group of men and others associated with them, think of their plan! What did they have before them? How did they evolve the ideals of the government that we now enjoy? Ah, they went behind the monarchies of the past, they gleaned knowledge from the sands and from the ruins of empires. Here and there they gained the lessons of warning, here and there they gathered the elements of truth. They studied the God-given rights of the human soul and out of those intellectual processes, with the ideals thus formed in every mind, they brought into the world as a reproduction of their high ideals the Declaration of American Independance and the Constitution of the United States.

That is a practical standard of civic duty and is urgently commended to the most favorable consideration. American citizens stand before the world to amplify and enforce the principle of political equality under their national constitution and laws. The public schools must aid very largely in the discharge of this obligation to the nation. As the facts and philosophy of history are studied, scholarship should be thoroughly imbued with the highest degree of patriotism.

The Chinese method of memory tests will not answer because the reflective powers of the students must be trained into an intelligent analysis of the political forces operating throughout the nation.

The history of the American Republic should be taught in such a manner as to awaken admiration and enthusiasm, and inspire the children with a devotion to their country and to realize that the voice of their country for peace and liberty is recognized around the world. So potent has American influence become that the Chief Executive of our country spoke peace at the council table of warring nations, and President Roosevelt is crowned to-day with the proud distinction of an international peace maker. **The silent forces of liberty** awoke the dead and restored humanity to its rightful heritage in the dominion of thought and freedom. Confronted by the leadership of that dauntless Prince of Orange even Spain could not subdue the Netherlands.

Before the Third Estate in France, the Church, the nobility, and the monarchy all went down, as in England, the clergy, the nobles, the lords and the kings all yielded to the rising power of the English Commons. They dedicated American soil as the "land of the free and the home of the brave," and transformed the old imperialism of the Nile, Euphrates and Tiber into the individualism of the nineteenth century.

They have led the race from the conflict of arms to the great con-

quest of peace; from a cruel Nero to an Abraham Lincoln; from Louis XIV of France to the peerless Gladstone whose silver voice rang throughout the world in behalf of human rights and justice for the Emerald Isle; from the thraldom of ignorance to the unlimited empire of free thought where the mind may soar like an eagle to the loftiest summits; from the crowns and palaces of the Caesars to the crowns of freedom and the palace of God.

Then all hail our symbol of liberty, the stars and stripes! This banner of ours was born amidst the clouds of the American Revolution and christened by the blood of American patriots. It has been borne in triumph through foreign and domestic strife and it waves to-day in response to man's God-given rights to intellectual, civil and religious liberty. Let the homes, the schools, churches and the press of the country teach patriotism and loyalty to the Constitution and the flag until the youth of the land are thoroughly imbued with the high privileges and sacred duties of citizenship.

In the hearts of Americans, our flag should lead all the rest. A moment's reflection upon the constellation of national ensigns will flood the mind with wonderful suggestiveness. One reminds us of the suffering Siberian exiles under the rule of absolute monarchy. Another recalls the reign of terror as the period of a nation's transition from monarchy to representative government. Another suggests the cruelties of the inquisition and the reign of a bloody Weyler in Cuba. Another points to the checkered history of a long line of kings and queens who sought the enslavement of the American colonies. But our flag represents the highest realization of the hopes of the race for intellectual, civil and religious liberty.

Our flag was dedicated to the cause of freedom by the American Revolution. The loyal citizenship of the country has always borne it in triumph against foreign and domestic foes, and to-day sustain it in its proud position among the nations of the world. Then "long may it wave o'er the land of the free and the home of the brave."

"My country! 'tis of thee, sweet land of liberty,
Of thee I sing; land where my fathers died:
Land of the Pilgrims' pride! from ev'ry mountain side,
Let freedom ring."

Yes, liberty bells ring on, ring on! Proclaim liberty throughout all lands unto all the inhabitants thereof.

Yes, "ring out the old" and "ring in the new;"
"Ring out the false" and "ring in the true."

Then ring on, ring on if this you do!

Yes, yes! The schools of monarchy, bondage and error have closed and the schools, academies, colleges, and Universities of American liberty have opened, are now open and will remain open for ages to come. Then let the struggling millions enter, study our curriculum from the primer of early sacrifice up through the sublime philosophy of human rights under free government, and take their degrees while scholarship, loyalty and patriotism preside in the land "without a chain" and under a "flag without a stain."

THE COLLEGE AND THE HIGH SCHOOL.

A Paper by Dr. J. T. Lees, University of Nebraska. Read before the Nebraska Schoolmasters' Club, January, 1902

The subject matter of the present paper, which deals with the relations between the college and the high school, may be divided as follows: First, a brief history of the college (or University). Second, a brief history of the high school. Third, a short account of the readjustments in the relations between the college and the high school, during the last fifty years, and what may yet be done. Fourth, some more or less puzzling problems still unsolved (and we hope that some one may possess the key to their solution).

THE HISTORY OF THE COLLEGE.

About the end of the fourth century B. C., we hear for the first time of the famous 'Trivium' and 'Quadrivium.' The Trivium included grammar, rhetoric, and dialectic; the Quadrivium, arithmetic, geometry, astronomy, and music. Modern writers on Greek literature, sometimes speak of the University of Isocrates, at Athens, about 350 B. C. He taught rhetoric, literature, ethics. His complete course was four years in length. Isocrates' plan had in it the germ of the ancient and modern University. But the first distinct form and organization was given to the University at Alexandria (in Egypt). This institution led the way in mathematics and physics. The beginnings of the Roman University date from about the close of the first century B. C. The Trivium and Quadrivium were still the staple of instruction. Greek schoolmasters and sophists were numerous. We now hear for the first time of entrance requirements. Students were presumed to have finished a two years' course in the school of the Grammaticus. The age of students ranged from fourteen to nineteen years. These Roman-Hellenic (Universities) schools became quite numerous and were very tenacious of life, continuing their work even down to the end of the fourth century A. D., in spite of the discouragement of the old learning by the early church. When the church became stronger the Greek and Latin authors were denounced as the offspring of pagans and demons. "The arts and sciences," the churchmen said, "belonged to the vain shows and babblements of an irreligious world, and the fancies and fictions of the poets were the products of the spirits of evil who constantly haunt the steps of men, at once guiding the pen of (Homer and) Vergil and animating the oracle of Delphi." At this point, in the fifth century, higher education seems to have struck bed rock in its downward course.

In the sixth century we hear of the somewhat celebrated Irish schools where the old literature and arts were studied and cultivated. Practically no attention was paid to these studies at this time in other

parts of Europe. The revival in England during the seventh century was due to the Irish monks. During the eighth century Irish and English educational influences began to be felt back on the continent. Charlemagne (742-814) found education, as he expressed it, in a barbarous state. He invited to his court men of learning from Ireland, England, and wherever he could find them. One day it is said, his townspeople were astonished to hear two Scotsmen amid the ordinary cries of the market-place, calling out—"If any man wants knowledge, let him come to us and get it, for we have it to sell." The market people thought they were mad. Charlemagne sent for them, asked them if they really had knowledge to sell and what the price was. They replied—a noble reply it is—that they had knowledge and the price was "a place to teach it, pupils to learn it, and needful food and raiment." They found employment. Charlemagne did much for education, and some think he laid the foundation for the University movement that came later.

The modern University movement may be said to have originated in the twelfth century. During this century there was a mental quickening in various lines and it was but natural that there should arise a desire for higher education. The Universities of Salernum, Bologna, and Paris led the way. In the thirteenth century we find Salernum a full-fledged college requiring a three years' course in arts, preliminary to a course in medicine.

The University of Bologna was formally recognized by Frederick I in 1158 when the school was in a flourishing condition. At the beginning of the thirteenth century it is said there were 10,000 students at Bologna. In the time of Roger Bacon twice that number is said to have attended.

The University of Paris grew out of the art school of Notre Dame. The University dates from about 1140. In the next century we hear of prodigious numbers of students and tutors at University of Paris. It is said that there were 20,000 to 30,000. This number included hundreds of tutors, besides cooks, attendants, servants, pages, etc., all of whom were counted in the college community. Very many of the so-called students were mere boys sent there to secure a secondary education (under tutors) in grammar, dialectic, rhetoric and some Latin. In those days this amount of work terminated with the bachelor's degree. In fact, the mediaeval Universities of Paris and Oxford included the work of the present grammar schools. In the thirteenth century the University of Paris actually passed a statute excluding all boys under twelve years of age. No wonder they had a large attendance!

A school that had existed at Oxford prior to the thirteenth century was converted into a University by a disruption at the University of Paris about the middle of the thirteenth century. Many teachers and scholars left Paris and went to Oxford (and Cambridge). In the thirteenth and fourteenth centuries there was a large influx of boys eleven or twelve years of age to Oxford and Cambridge. These boys

came from all parts of England, and the tutors put them thru a course similar to that in the earlier cathedral and monastery schools (i. e. the "trivium"). It was a sort of a "studium generale" open to all, free from monastic rule. This "trivium" or elementary arts course was always **presumed** before the specialized courses in the university were taken up; and as it was next to impossible to secure this "trivium" elsewhere, it very soon became an integral part of the university. The cathedral and monastery schools were in a state of decay. The secondary schools—the Grammatici schools— prepared for the elementary arts course, i. e., the "trivium" at the Universities. These schools increased in power, influence, and higher work, as the Universities increased the minimum age of matriculation. In 1380 at Cambridge fourteen years was fixed as the minimum age of entrance, but it was not until the 17th century that such a statute was passed at Oxford.

In the mediaeval Universities the work done for the bachelor's degree, the old "trivium" (grammar, including ancient literature, rhetoric, dialectic) was the course of the earlier cathedral and monastery schools, only more extensive and better organized. The actual work accomplished could not have been great for the bachelor's degree was granted at seventeen and eighteen years of age, on an average. In Germany this "trivium" has been relegated to the gymnasium, (broadened and lengthened, of course), and the Universities do nothing but special work. In the United States both the "trivium" and "quadrivium," the college course and the graduate work, are carried by the Universities, as in the Middle Ages.

To sum up, then. The traditional and somewhat conventional four years—as the length of time necessary for a (college) course of study is first mentioned at the time of Isocrates of Athens in the 4th century, B. C. At Rome, in the first century B. C., the school of the Grammaticus, with its two years' course, was presumed to prepare for the "trivium" course, and the "trivium" in turn preceded the "quadrivium." The Grammaticus school may be said to correspond roughly to our high school or academy; the "trivium" to our college course; and the "quadrivium" to the graduate, or strictly speaking, University course.

In the 13th century we find the "arts" or college course, which presumed the secondary or Grammaticus school to be finished, was three years in length, and was followed by a five years' course in medicine, law, or theology.

The arts course and the graduate (or University) course were both carried at the University. The arts course, then as now, terminated with the bachelor's degree. The requirement for entrance to the "trivium" was a two (or three) years' course in the Grammaticus school, or, in lieu of this, special instruction by tutors under the shadow of the University. Thus arose preparatory schools and academies connected with colleges.

In 1656, twenty years after the founding of Harvard college, we

find this institution had the following entrance requirements: "Ability to read Tully or any like classical author, extempore; make and speak true Latin, and decline perfectly the paradigms of nouns and verbs in the Greek tongue." This preparation under a skillful teacher could be accomplished in two years, and could easily be done in three years. The Harvard college course at that time was but three years in length.

With this brief survey of the history of the college and University, together with the necessary preparation for the same, we may pass on to the history of the high school in the United States.

HISTORY OF THE HIGH SCHOOL.

The first colleges in the United States had academies or fitting schools, which were more or less closely connected with them. These academies fitted for college and supplemented the common schools. They were the only preparatory schools of the time. These did the work and served exactly the purpose of the "Grammaticus" schools in the Middle Ages, the course being greatly extended and strengthened.

When the system of free schools was first established in the United States, the high school formed no part of the system. It was decidedly a long after-thought. About the beginning of the last century the high school (the "people's college" as it was called for some years) was established. Boston has the credit of starting the first typical high school. The English high school of Boston was started in 1821. It was founded to "furnish young men, **who did not intend to take a collegiate course,** and who had enjoyed the usual advantages of the other public schools, with the means of completing a good English education." It had a three years' course, with no Latin, but with French and Spanish. The high school movement was very slow at first. In 1826, five years after the boys' high school had been founded, Boston started a high school for girls, but it failed in one year—It was too well attended; prosperity killed it! The people said it cost too much to educate both sexes. For many years no other attempt to found a high school was made. In 1837 Philadelphia followed in the footsteps of Boston, founded a high school for boys, and three years later established a high school for girls. In 1839 Baltimore established a high school. In 1843 Providence opened one for both sexes. New York followed in 1849. The movement then spread rapidly. The high school had come to stay. These early high schools were established to perform a work independent of the colleges. They were intended to crown the secondary school system, hence the elaborate high school graduation exercises. The high schools were not added to the system, however, without many vigorous objections being made against them. It was argued that since comparatively few attended them, and these generally from the wealthier families, it was unfair to tax the poor for the support of the high school. The argument sounds strangely familiar to us, but in another connection. In Norwich, Conn., when the high school was established in 1848, many said "It's a shame to tax the poor to pay a man $1,800 a year for teach-

ing the children to make X's and pot-hooks and gabble parley-vous."

Such statements as this tell us most emphatically that the college and high school are absolutely independent of each other in their origin. The colleges in the United States were generally speaking founded by religious denominations primarily to give the student a general arts course before he specialized in theology. The academies, preparatory departments, the feeders to those colleges, originated in the same way. The college and the academy hung by the hair, as it were, from above. The high school on the other hand, planted its feet upon the grades below. The academies and colleges looked up to the special and University work above. The high school looked down to the grades below. It could not look up at first for there was nothing above. During the last half century persons interested in education—especially in higher education—have succeeded, to a considerable extent, in persuading colleges to look down as well as up, and high schools to look up as well as down. How has this been accomplished?

FIFTY YEARS OF ADJUSTMENT.

Fifty years ago there were practically two systems of education, with three grades in each. In the public school system there were the primary, intermediate and high school grades. In the University system the academy, college and post-graduate grades, the latter being then but little developed. The history of high school and college education during the past fifty years has been to a considerable extent an attempt to bring these two systems into harmony. There have been much billing and cooing, with now and then a love spat, but on the whole the courtship has progressed most satisfactorily, especially in the West. The establishment of state Universities (throughout the West) has had much to do with bringing about this happy result. Unfortunately, at the start, the state Universities took as their models the older colleges. They modeled the under-graduate college curriculum on that of the older denominational colleges. They based their entrance requirements on this curriculum. These entrance requirements presumed the completion of the course in the private academy or preparatory school, not that of the public high school. Many of those who had finished the high school course wished to continue their education at the state Universities, but they found they were not prpared to meet the entrance requirements. There was a very wide gap between the high school and the state University notwithstanding the fact that the latter was supposed to be closely articulated with the grades below, and to form the new crown to the public school system. The attempt was made to bridge this gap by means of academies, Latin schools, preparatory departments, private instructors, etc., at the Universities. The high schools on the other hand tried to bridge the gap by introducing more and more the particular subjects which the colleges laid stress upon in their entrance requirements. This was accomplished by the stronger high schools with a fair degree of success, but they met with many difficulties. The high schools are

first of all finishing schools for the great majority of their students. They are fitting schools for but a small number. For the most of their students they are the goal of school life, the completion of a system rather than a preparation for something higher. When the high school curriculum was arranged to meet the needs of the minority who expected to go to college, the majority naturally demurred against taking such studies. The murmurs and objections were the loudest and longest in those communities that were more remote from college centers. To meet these objections the high school course was split up. There were established a so-called University course and a high school course. Often those two courses would differ in only one subject. Yet it was generally understood that one course prepared for college while the other did not.

Another difficulty that the high schools met with, when they wished to send their graduates to college, was the particular preferences and peculiar points laid stress upon by the professors who controlled entrance examinations. There was practically no uniformity among the various colleges. The men who conducted the entrance examinations to the colleges were isolated from each other and from the high schools, and each held a somewhat different view. As specialists they laid stress upon particular points in their respective subjects. This caused no end of trouble to the high school teachers when they tried to meet the entrance standards of the different men to the different colleges. A more uniform method of admission was necessary as well as more uniform requirements. To accomplish this several methods have been tried with various degrees of success.

As early as 1837 the U. of M. tried to establish branch schools (i. e. accredited schools), but after twelve years the attempt proved a failure, because it was found that the schools "were not able at the same time to perform the functions of a common school and those of a branch of the University." Twenty years later however, it was found that they could perform this double function, and the U. of M., then (1871) established her present diploma or certificate system. Only "A" students are granted certificates of admission. All others are required to take entrance examinations. This system certainly has much to commend it. The University of Minnesota solved the problem by the establishment of a high school board, (consisting of the governor, superintendent of public instruction, and the president of the University), with power to grant certificates to graduates from high schools which maintain a certain standard. These certificates are accepted in lieu of entrance examinations. A state law also provides for granting pecuniary aid to schools which carry work in all branches required for admission to the University. The State of New York has still a third plan which seems to have worked well and to be quite satisfactory. The Board of Regents of the State of New York consists of twenty-three men who have power to grant or annul charters, to visit and inspect schools and colleges, to give examinations and issue di-

plomas in high school branches. The diploma of the board is accepted by practically all colleges in the state.

The plan that is in operation in our own state is too well known to require explanation. This plan seems to be growing in favor thruout western states. State University high school inspectors are becoming more numerous each year.

Thruout the eastern, and especially the New England states, there still exists a wide gap between the high schools and the colleges. This gap is imperfectly bridged by some high schools, by academies, by college preparatory departments, by private tutors, and even by the study of the local pastors. All of these various methods lack unifying control. Many conferences have been held during the last few years on uniform entrance requirements and more uniform preparation. On these particular points the West is certainly in advance of the East. The state system of public instruction from the primary thru the college and University is much more fully and perfectly organized in the West than in the East. This fact is most clearly recognized when we compare the number who enter an eastern college from the high school with the number who enter a western college. In 1889 only ninety-seven (twenty-seven and one-half per cent) out of 352 Harvard freshmen were prepared in high schools. In September, 1897, 470 freshmen were admitted to Harvard, 135, (twenty-eight and three-fourths per cent) from the high schools, 335 from academies and private schools. In the same year 459 were admitted to the University of Michigan, 407 (eighty-eight and three-fourths per cent) from high schools, fifty-two from private schools.

This year ninety-three per cent of those who entered the University of Nebraska were prepared in high schools, the balance in normal schools, academies and private schools. The exact numbers are 300 from high schools, 16 from normal schools, 17 from academies and private schools. Thirty-two entered with advanced standing from other colleges; these are not counted in the above.

After the system of accredited schools was well established, the state Universities employed high school inspectors, so that the work of inspecting high schools might be more uniform than it could be, when done by different men in the faculty. The weak point in our educational system, the transition from high school to college, has thus been greatly strengthened during the last fifteen years. But it was found quite recently that still more could be done. Two years ago the University of Nebraska changed its standard of entrance requirements. Hitherto stress was laid upon certain specific subjects, irrespective of all other subjects taught in high schools. The gap could not be entirely closed, the weak point would still show some weakness, the transition from high school to college would still be made with somewhat of a jar, as long as a considerable number of subjects was not in any way recognized. To-day, under the new system, practically all good teaching in high schools is accepted for entrance to college. This new standard of entrance requirements has

proved satisfactory and gratifying to almost all concerned. Since its adoption by the University of Nebraska two years ago it has commended itself to the State Universities of Michigan, Minnesota, Iowa, Illinois, and California. In Michigan, Minnesota and California the year is made the unit. In Iowa and Illinois the term (three terms in a year.) But in Nebraska the unit is the semester. Michigan, Minnesota and California require slightly more for entrance (15 year credits) than we do, but require less of college work before graduation. Iowa and Illinois on the other hand require considerably less for entrance (36 term credits) and practically the same amount of college work. This new system of entrance points (or credits), or preparation for college, may not altogether solve the problem of how the best preparation for college may also be the best general preparation for the busy world, but it comes much nearer solving the problem than any previous plan has done. It articulates with the college work practically all the courses and groups of studies in the leading high schools. This will naturally cause more high school graduates to continue their studies in college. It is the duty of all concerned to make the transition from high school to college as easy and natural as possible, without sacrificing anything of thoroughness. But in order that the high schools may faithfully and fully perform the work now entrusted to them by the colleges, they should have, as far as possible, teachers who are thoroly in sympathy with higher education. Teachers who look up and beyond, not down and beneath. Teachers whose educational horizon is as broad as human life and not confined to the narrow circle of a single subject or object. Such thoughts and expressions as—Let us attend to our own business, America is good enough for us. Let us have what is practical and nothing more—these expressions have little or no business in the higher education. They will be greatly misunderstood by the young student. Long ago a Roman writer said, "I am a man, nothing that pertains to humanity is foreign to me." The high school will be animated with the spirit, the desire, the longing for what is still higher and broader, in proportion as this spirit animates its teachers. If the college will assist the superintendents and principals to secure such teachers—and if the latter will try their best to secure such teachers in high school work, the problem of college preparation is solved. In this way the colleges can greatly assist the high schools and the high schools in turn can be of inestimable value to the colleges.

The colleges can also be of great assistance to the high schools by encouraging their students to remain until they have finished the high school course. Generally the brightest and most promising students wish to secure a college education. If these can be persuaded to remain in the high school until they graduate, rather than be allowed to hasten with incomplete preparation, to college, the tone and standard of the whole school is improved.

Another duty of the colleges is to assist the teachers to resist the tide of commercialism in high schools.

In very many communities there are some—too many in fact—who have practically no appreciation of the value of higher—or even of high school—education. In this age of vast material development, the intense desire to become rich causes many to have no desire for anything that cannot be estimated in terms of dollars and cents. To them a liberal education is a useless luxury, and is not for a moment to be compared with "striking a lode" or "cornering the market." The boys naturally take on the spirit of the age. They wish to end their school days and hasten into a profession or a trade. Frequently they "haven't time" they say for even a high school course, or if they can be held to that, they think it is time wasted. A college education is to them out of the question. Oftentimes, too, the sentiment prevails that the high school course should be but a commercial course, a so-called practical course, or that it contains all that is worth knowing—that it is the end of education. The "people's college" idea of the early forties, still prevails too much, and I am not so sure but that the elaborate high school commencement exercises tend oftentimes to produce the impression among the young people that there is really no higher school. The colleges can be of great assistance to the high schools by helping them to overcome as far as possible, these tendencies and sentiments. The colleges can and should hold before the high schools the lofty ideals of culture and learning for their own sake. There is something more to life than simply fighting for the "filthy lucre," and it is the sacred duty of every college man to preach this doctrine to every high school (and every high school teacher) and to every high school student in the state. In the meantime, we ourselves, (we of the colleges) must be on our guard lest some day we be compelled to exclaim with Cicero—Nos, nos consules desumus!

The teachers in the high schools need the assistance and inspiration that come from contact and conference with men in other lines of educational work. The results of such association are seen in our state when we compare the present credits from our high schools with those from elsewhere. A few weeks ago two candidates applied for admission to the University of Nebraska; they were graduates from a four years high school course in a town of a neighboring state. Yet they could not muster more than nineteen entrance points from the four years spent in the high school. It is safe to say that such a thing is almost impossible to-day in Nebraska. Why? Because the high school men of Nebraska have freely consulted with the college men in forming their high school courses. The high schools of the neighboring state are not in so close touch and sympathy with the colleges.

It remains for us to ask ourselves a few questions and present a few problems for future consideration.

First. Have we now the best system of entrance requirements? Six leading state Universities thruout the West now have practically the same system of entrance requirements. The question arises—can this be improved upon? There is a tendency among some educators, which favors a list of constants, or a core of subjects, for

entrance. To this core or list of constants each student may add such other subjects as his tastes and preferences demand, until he has a well rounded preparation. There is no general understanding, however, among individual advocates of such a standard, as to what should constitute the list of constants. It is a problem to which no key has yet been found. Not only the list of constants but the time to be devoted to each subject is as yet an unknown quantity. Each specialist wants his subject to run through the entire high school course, or as near that as possible. A general agreement would undoubtedly place English as the first subject in the list. But how much? The next subject would probably be mathematics. How much? The mathematician and the science man would say three to four years. The history specialist would probably say a minimum of one year. If the tendency should grow into a request (or a demand) for such core of constants, our present entrance requirements might be slightly modified, to meet such demand, as follows:

Core of Constants:
To the College of Lit.
Eng. 3yrs. 3 hrs.
Math. 2 yrs. 5 hrs.
Latin 2 yrs. 5 hrs.
Hist. 1 yr. 5 hrs.
To the Ind. Col.
Eng. 3 yrs. 3 hrs.
Math. 2 yrs. 5 hrs.
Lat. or Ger. 2 yrs. 5 hrs.
Science 1 yr. 5 hrs.

This arrangement would furnish fourteen points of preparation in required work (constituting the core of constants) and leave fourteen points for optional subjects. No high school enthusiast could say this does not meet him half way. It also has the element of simplicity.

Second. Special or technical and review work in high schools. There are certainly lines of work in high schools that come so near being technical that they can hardly be counted at their full value for college entrance. For example a student may spend a year doing nothing but reviewing work carried two, three or more years ago, if such student is preparing to teach the common branches in the country school. Such a student may review almost any subject, from the grammar school up, to prepare for a technical examination for a second grade certificte, but such work becomes largely memory cramming rather than real education. It does not draw out a student's latent powers and make him intellectually stronger in the same degree as it would if he pushed along in higher lines of work cognate with what he has already done. A student who has finished arithmetic, algebra, and geometry, has certainly gained greater mathematical power—and is therefore far better equipped for college work in mathematics—than the student who has stopped with arithmetic and a little algebra to go

back to review his arithmetic preparatory to taking a technical examination in the latter subject. A student who carries Latin along with his English thru three years in the high school is certainly far better equipped for linguistic work in college than the student who has turned aside from his Latin after learning the declensions and conjugations to review for a year or more technical English grammar and rhetoric to secure a teacher's certificate. The student who advances in laboratory work in science during his last year in the high school is better prepared for college work in science than the student who turns back to review some elementary science book— to cram it up as it were in order to pass a technical examination for a teacher's certificate. Should the student come to college later on, and very often he does, what is such work worth? It is worth something, but how much? This is a problem, I take it, that can be solved only on the basis of each individual case as it arises.

There are many other problems connected with individual cases that have to be solved now in one way, now in another. The enrollment committee of the university is cautiously and carefully feeling its way through many of them. For example, who of somewhat mature years, not high school graduates, should be permitted to enter college?

The examination of candidates for entrance to college is now conducted for the benefit of the candidate, to prevent him from beginning courses which he manifestly cannot carry because of lack of previous preparation. The college does not suffer so much from ill prepared students as the students themselves suffer, if allowed to enter. This calls for very careful inquiry into each case and especially so when the candidate is beyond the usual age of admission. A lack of knowledge in specific subjects may be more than counterbalanced by age, ability, and educational experience. Often a candidate is found to be "rusty" or "nervous" or cannot understand the peculiar and particular questions of the examiner, yet he may in general be prepared to enter. Care must be taken and individual attention must be given to avoid doing an injustice to such a person by requiring him to "review" or "brush up" for a year. Each case must be handled and decided strictly upon its own merits. Ofttimes the candidate himself can materially assist the examining committee if handled aright. It may be suggested to him that he think it over for a day and see if he does not believe that he ought to go to a fitting school for a few months or a year. As a rule this suggestion will settle it. The young man who knows he is weak and ill-prepared, will nearly always act accordingly. The man who returns the next day determined to try again and insists that he knows he can do the work is the man who as a rule, possesses power, persistence and application; whose eye sparkles as you look him squarely in the face; these facts often count for more than per cents in one or two entrance subjects. The really difficult work in connection with entrance requirements, in protecting the professors as well as the candidates, is not in separating the wheat from the chaff—that

usually is easy enough—but it is in "working over the tailings."

(Persons of mature years are also admitted as special students without examination even if they have had little or no high school advantages, provided we find they are able to pursue special subjects with profit. Their age, capacity and their industry are practically all that we can rely upon. This arrangement can easily be abused, and so it must be watched very closely. The high school could be somewhat undermined if this privilege were too generally allowed. Yet, some, quite a number, especially those who are of mature years, should be allowed to enter in this way, rather than compelled to return to the high school. Both the candidate and the community gain much by such an arrangement. But it is always a problem with the enrollment committee as to just where to draw the line.)

Some more technical questions in connection with entrance work are the following: What shall we do when the usual amount of Latin (thru Vergil) is completed in three years, altho eight points are granted for that amount of work? When algebra thru logarithms, plane and solid geometry, are completed in two years, can we consistently allow six points? What shall we do when a student has been given elementary credit in a subject but after he comes to college it is found that he cannot carry advanced work in that subject? If you cut him off entirely from the high school credit in the elementary work, when you find he is poorly prepared, he will choose courses where that subject does not appear. In this way he will not betray his weakness. If you say when a credit is once given from the high school it cannot be taken away, even if the student does take the same work again in college and receive credit for it, this will tend to slip-shod work in the high schools. It is a peculiarly delicate question. Again, some students bring thirty-four and even thirty-six credit points from a four years' high school course. What, if anything, are such extra points worth when they have been earned by carrying twenty-five recitation periods per week? Very much like this is the case of some few who hasten thru a four years' course in three years, and are given the same number of credit points (32) as their classmates who take the straight four years. What general entrance credit are one, two, three, or more years of successful teaching experience worth? Shall we give one point for one year's teaching, or shall the unit—the minimum—be two years? What shall or can we do for the man or woman who has had many years—say from five to twenty-five years—of experience as a teacher, principal and superintendent? When a man has had a professional course, in law or medicine before his college course, what is the former worth when applied to the latter? Such cases now occur and they will become more numerous in the future.

The following case, I think, may be of interest to all present: A candidate applied for senior standing in the University. He presented his credits, documents, diplomas and even some volumes of books bearing his name on the title page. He, according to the diplomas, had received a B. A. degree from a "Faraway" college in 1897; a M.

A. the same year, a B. LL. in 1898, a M. LL. in 1899, and a Ph. D. in 1900. He desired very much to secure a B. A. from the University of Nebraska to aid him in securing a position as teacher in the state. He was willing to spend one year at the University. What could the enrollment committee do for him? The committee gave him its answer the next day. Credit would be granted him for all his past work—preparatory and college—upon his passing a written examination in every subject he wished. He was referred to the University calendar for the date of the next examinations. Exeunt man, degrees, diplomas, and books. He had proved too much. He had been in the milling business too long.

Is the time requirement for the bachelor's degree excessive? The requirements for admission to college have been gradually increased so that instead of two years as formerly, practically double that length of time is now required for preparation. The college course has also been lengthened from three years until the eighteenth century to four years in the nineteenth century. As a natural and necessary result of this increase in entrance and in graduation requirements the age of candidates for freshman standing, as well as for the bachelor's degree later on, has been quite considerably advanced. The candidates who apply for admission to our colleges to-day are almost, if not quite, as old as the French students when they receive their bachelor's degree. The German gymnasium course—practically the equivalent of our preparatory or high school, and college courses—is six years in length, and upon the completion of this course the student enters at once upon University or graduate work.

Has not the constant tendency in this country to crowd work down, to add to the high school and to the college requirements, been allowed to go too far? Does this not drive many young men into professional work before they are ready for it? It is true that modern medical science has increased the average length of life, but it will be necessary to increase the length of life far more to meet the greatly increased time requirement in the present system of education. In this respect the pedagogue has outdistanced the practitioner more than two to one. Many believe that the German six years' course (preparing for professional and graduate work) is long enough, provided we can secure the effectiveness and thoroness of the German system. Perhaps we lose some time, possibly we lose a year, in our system, as compared with the German, in preparing a man for strictly University work. Even then, are not seven years as a maximum, a sufficient length of time to complete high school and college?

Had all the various interests of high school, college, and University worked together during the past century, and had they recognized the fact that they are parts—necessary parts—of an organic whole, we might not have had this time problem to solve. The writer is inclined to think that a six years' course above the grammar school, might have been by this time, fairly well established. That is we might have had by this time three years in the high school, and three years

in the college, leading to the bachelor degree. Subjects and methods, that belong normally and logically and pedagogically to professional, graduate and University work, would not have been pushed down into undergraduate and even into high school courses. The student would not have been allowed to plunge, while still quite immature, into subjects and methods that require, for their successful pursuit, maturity of thought and maturity of judgment. I fear that many high schools are in grave danger of getting beyond their pupils by adopting college and even University methods and trying to exhaust a subject.

Much has been written during the past few years on the advisability of a three years' college course, but no very definite results have as yet been reached. The tendency on the part of some to increase the age of entrance into the high school, the four years in the high school, the four years in college, the three to five years in special professional and graduate work, bring the unfortunate man to nearly thirty years of age and probably a meagre income. This prospect is not encouraging to the young man in his teens. He naturally searches for a "short cut" to his own loss and that of the community. He finds the "short cut" by cutting college.

Some colleges have advocated and have even adopted—a three years' course, but at the same time they have increased their entrance requirements by one year. Net gain in time to the student—zero.

The problem of the future will be this: How can professional technical, graduate, strictly University, work be kept where it belongs? To-day it is like the famous clouds in Aristophanes—it has spread over everything. The bachelor degree should stand for **general** education and culture. When that is secured, then the technical, the professional, the graduate work should follow. There should be a division made. (There is need for some one to do as Lord Beaconsfield at the Berlin conference—walk up to the educational map and say **I draw the line there.**)

We hear so much about allowing the first year of professional work—say in law or medicine—to count for the senior year in college. If that is allowed, why not grant the bachelor degree at the end of the junior year, for that is what such a scheme amounts to, and let the candidate proceed at once to his professional work.

If we should approximate to a combined six years' general course for high school and college—equal in length to the German gymnasium—before professional and University work was begun, what would probably be the results? Three years would be recognized as the normal length of a high school course. Only such high schools as employed specialists in each branch, with not less than, say, ten or twelve teachers in high school work, would be allowed any college credit. That is, the fourth year in such a high school might be made equal to the first collegiate year. All other high schools with two, three, or even half a dozen teachers, would settle down to a three years' course and develop this course as it should be, intensively, and not be try-

ing and laboring as they now are to carry a top-heavy four years' course. The college course, on the other hand, three years in length, could be made a general course, and no longer sail under false colors. Such a course would include work in language, literature, history, philosophy, mathematics and the sciences; each candidate being required to know something of all these subjects for the bachelor degree.

Certain departments would (the departments of literature, history, philosophy and sciences could) offer one or two general survey courses to the embryo bachelor, preparatory to more special work in what is now known as the senior and post-graduate years. The man who might desire to specialize for a year or two in history, economics, and international law, preparatory to taking his law course, could do so after finishing the three years' course for the degree. Likewise the future doctor could specialize in the biological sciences during his fourth year. The man who desired professional work to secure a certificate of proficiency in any given line of work, would take that work in the fourth year, after finishing his general college course for the bachelor's degree. Under the present arrangement, a man, who has been in technical professional work for years, and has mastered its problems by actual experience, can come to college, review and specialize in the same subject, and receive the bachelor's degree for it. I see no reason why the normal schools should not have the same privilege—to grant the bachelor's degree.

The three year general culture course would also check another marked tendency. The crowding of the professional, the technical, and strictly University work, down through the whole college course, combined with the large elective privileges, has developed a tendency among departments to offer special certificates upon graduation, in addition to the degree. These are offered as a premium, and serve as an incentive to a student to abandon his general education and specialize, prematurely often, in the technical and professional work that secures such certificates. With a three years' general college course, all this certificate work could be placed where it belongs, in the professional year after graduation. The student of mature years who should not wish the work for the bachelor degree could, of course, take the special work for the certificate.

A combined six years' course as suggested above might therefore make it possible (1st) to differentiate general college work from technical, professional, and University work; (2nd) to furnish departments, whose work lies primarily in the latter field with enough well trained graduate and special students to keep them busy; (3rd) to persuade more and more young men, who now take the "short cut" to professional work to finish the college course before specializing; (4th) to allow most students to secure the bachelor degree at twenty-one or twenty-two years of age; (5th) to assist the average high school to build up a strong and vigorous three year course rather than one, weak and tottering, of four years.

THE DENOMINATIONAL COLLEGE.

A paper read before the Nebraska Schoolmasters' Club at its meeting May 11, 1906, by D. W. C. Huntington, Chancellor of Nebraska Wesleyan University.

In order correctly to identify the denominational college, it will be necessary to distinguish it from state colleges and Universities on the one hand, and from sectarian institutions on the other. While it has features common to both, it has also distinctive characteristics of its own. In thirty-five of the states, Universities have been founded by state appropriations, and are chiefly or wholly maintained by general taxation. The general management of these institutions is vested in boards of state officers. In the larger number of instances, these Boards of Regents are appointed by the governors of the respective states, with the approval of the state senates, and in several the Governor and the Superintendent of Public Instruction are themselves **ex-officio** members of the controlling Boards. In Michigan and Nebraska, these officers are elected by popular vote, and the institutions are thus placed under state control. The denominational college therefore differs from the state institutions in the sources of its support, and in the method of its control.

The denominational college differs also from sectarian colleges. I am aware that the term **sectarian** is frequently applied to all denominational schools, but this is evidently wanting in just discrimination. A sectarian college I understand to be an institution in which, (1) It is required that all members of the Board shall be clergymen or members of a particular religious denomination. (2) Or a college which, by charter or otherwise requires that all members of the teaching force shall also be members of the particular denomination maintaining the institution. (3) Or a college in which the studies are so planned, and the general order so regulated as to constitute the school an educational auxilary to the religious teachings of a given church. An institution having these features, may be justly termed sectarian, inasmuch as it is **of** the church, **by** the church, and **for** the church.

The denominational college differs from sectarian institutions, (1) In the fact that the trustees are not necessarily and wholly selected from the clergy or the membership of any given religious denomination. (2) In that the professors and instructors are not required to be members of any given church, or of any church at all. (3) Denominational colleges are not theological schools; in them no provision is made for teaching the distinctive creeds or beliefs of the churches maintaining them. The curriculum of the denominational college is not essentially different from that of other institutions of like grade. It may include in its required work the study of the English Bible, and that, according to high authority, for educational reasons. It may include among its

electives such studies as New Testament Greek, Comparative Religion, Christian Evidences, etc., which, while having a general educational value, provide a chapter in the preliminary training of a class of young men who contemplate the Christian ministry as their life work. Its leading object, however, is to make men, not ministers, but to make men who can become ministers, if they shall so elect, with honor to the cause, and with reasonable prospect of success. If, as a matter of fact, the trustees of denominational colleges are, in larger part, selected from religious denominations, this is only moderately denominational, and not at all sectarian. It would be reasonable to suppose that trustees, having in charge an educational institution would, as far as practicable, avoid the employment of a teaching force, the views of which upon any subject regarded as of vital importance, were known to be widely at variance with those entertained by the patrons of the school. In the denominational college the religious element in education has always received emphasis, and it would be quite in keeping with the duties of a Board of Trust to select teachers who could themselves emphasize this factor without insincerity or self-suppression. If such teachers could be most readily found among religious denominations, or even in the denomination maintaining the institution, trustees would not merit the charge of sectarianism by their employment. If we were to speak from personal observation we should say that the average denominational college seeks the best men for the work to be done which the funds at command will allow. In fact the only basis for the right of this class of colleges to the title, **denominational,** is the fact that they have been founded by representative men of different religious organizations; that they are largely supported by the members and adherents of those organizations, and that their general management is in the hands of men whose ideas of education include, in the broadest sense, the fundamental facts of religion. If the recognition of the religious nature of man, and the necessity of its education be sectarianism, the denominational college must plead guilty to the charge from John Harvard to the present time. But it denies the correctness of the indictment, and would place over its doors what was said of Browning by one of his reviewers—"We believe in soul, and are very sure of God." There are proximately two hundred and fifty colleges of this class in the country, and they include nearly one-half of the entire number of our college students.

Assuming that we have correctly identified the denominational college, we raise the question of its usefulness and necessity. Is this class of colleges as greatly needed as any other class? Is it needed as a part of our educational system, or have other institutions arisen which render this class unnecessary? In considering these questions, we remark:

1. That the denominational college is not an opponent or rival of any other class of colleges. It makes no war upon state education; it offers no challenges to sectarian or private schools. It seeks to increase the general interest in education, to elevate its standards, and improve

the tone of educational work. It stands for that for which the American college is everywhere supposed to stand—the education of every man's children, and the highest culture which our young people can be induced to secure. It readily adopts whatever it regards as best in other institutions, and encourages the general purpose of others, even where it cannot approve their systems in all their details. While it emphasizes the moral and religious in education, it claims no monopoly of college Christianity; it holds no patent on godliness. It is glad to acknowledge excellence wherever it exists, and counts every man a fellow-worker who seeks to fit American youth to meet the demands of the country and the time.

2. The history of American colleges is at least complimentary to denominational institutions. Our first college was founded by a Christian minister; its first endowment consisted of half his fortune; his books were the beginning of its library. Cambridge was selected as its location because of its importance as a religious center. Here the "Cambridge Platform" was adopted; here was set up the first printing press in America; from this place the first Protestant missionaries were sent to the heathen; here the first American Bible was printed. If Harvard had not been emphatically religious it could not have been at all; had it not at that time been denominational it would not have been religious. For fifty years following, Harvard was the only college in the land, and for more than a hundred and fifty years from the founding of Harvard, there were no other than denominational colleges in the country. The ideas of the men who founded and for many years conducted these institutions were well expressed in one of the early college rules, which ran thus—"Let every student be plainly instructed and earnestly pressed to consider well, that the chief end of his life and studies is to know God and Jesus Christ which is eternal life, and therefore to lay Christ as the only foundation of sound knowledge and learning." Whether Harvard has been kept true to its foundation principles is a question which does not enter into this discussion; the only point upon which we insist is that the American college began its history with the avowed purpose of combining higher learning with Christian culture, a purpose which still remains the fundamental object of the denominational college. On the first college seal in America stood the words—**"In gloriam Christi,"** and on a later one—**"Christo et Ecclesiae."** These mottoes embody the faith of which our colleges were born—mottoes which would now fitly emblazon a common seal for all the denominational colleges in the nation.

From the founding of Harvard in 1636 to the opening of the Northwest Territory in 1787, higher education in this country was conducted by what were practically denominational colleges. It is true that many of these institutions received, at different times, aid from state funds, but they did not pass into state control. The state assisted the colleges as they were, not as state institutions. It is also true that the relations of these colleges to the denominations which they repre-

sented was not precisely the same in all cases, but that which had been the fundamental aim of the college from the first, viz.,—religious, moral and mental culture—remained through this period of a century and a half. The state was sympathetic with this Christian view of education; the quasi political embarrassments which have since arisen had not become perplexing. The college was treated as a Christian institution; in the most extensive revivals of religion of that period, the colleges were centers of influence, and home missionaries in the New West regarded the college as essential to their Christian work.

During this time a great amount of valuable work was accomplished for the cause of education. Twenty-four colleges had been founded—a great work considering the means available in the country in those years. The standards of college education were raised; the number of subjects included in the curriculum was increased; at the opening of the Revolution, New England alone could, with just pride, make mention of her two thousand college graduates, and Massachusetts could boast that there was not in the colony a person twelve years old who was unable to read and write. During this period, the country passed through two wars besides meeting the constant hostility of the Indian tribes. These struggles taxed the resources of the people to the utmost, and subjected their patriotism to the severest tests. Under these protracted strains the colleges proved the bulwarks of national loyalty. Edmund Burke attributed what he termed "the intractable spirit of the Americans" to their college education, and a distinguished French baron who visited this country in an early day, said, "If you would find the true Americans, you must look for them in their college halls." It was in these colleges that the national and the college spirit were joined together, never to be put asunder. In the period immediately following the Revolution a wave of French infidelity struck the country. Its type was that of the scoffer; it was connected with ideas of liberty and self-government, at that time so enthusiastically proclaimed; it had behind it the influence of clubs and societies, as well as the fascinations of French wit and sarcasm. The peculiarly friendly relations of the two countries at that time gave to it an open road to all classes of society. For the twenty years of its high tide, the morals of the country sank to the lowest level in its history. This wave of demoralization was first turned back by the great revivals of religion with which the eighteenth century closed and the nineteenth began. These revivals were prominently college revivals. I have but to mention the name of Timothy Dwight to recall to your thought the revolution at Yale by which a student body was turned from five Christians and two hundred and twenty-five avowed infidels to a Christian company, fifteen per cent of whom became ministers of the Gospel. Similar movements took place in many of the colleges of the country. Three students in William's College initiated the modern missionary movement which has gone into every land the world around, and out of a college revival in the little town of Andover, Massachusetts, four years later, came the American Board of Com-

missioners for Foreign Missions, and still later The American Home Missionary Society. Of it was born the first weekly religious newspaper in the world, and on the same spot the first organization was effected which pledged its members wholly to abstain from the use of intoxicating drinks.

These facts are stated to show that, for at least a hundred and fifty years, our colleges maintained the distinctive features of our denominational colleges—the union of religious, moral and literary training. They were not the mere machinery of church organizations; though they were in the closest alliance with Christianity. Their culture was Christian culture; they "writ God large." Their relation to the state was that of beneficiaries, rather than that of secular institutions; their relations to the church that of the general to the specific.

Further, the ordinance which was passed by Continental Congress in 1787 for the government of the Northwest Territory contained the following declaration: "Religion, morality, and knowledge, being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged." This article expresses with all possible distinctness the views of those representative men, as to the objects of schools and education. They were the advancement of religion, morality and knowledge. The ordinance of which this article was a part was not a mere resolution which might easily be rescinded at the will of the body; it was of the nature of a compact, entered into between the general government and the states which had previously claimed this territory under royal charters, but had now ceded their rights to the United States. This stipulation, defining the objects of education, and pledging perpetual encouragement to schools, stood side by side with that which forever prohibited slavery and involuntary servitude within the territory. It was with the views expressed in this article, written upon its banners, that the college entered upon its work in what is now the state of Ohio. And it should be noted that though our national fathers are on record as opposed to the union of church and state, they are nowhere upon record as in favor of the exclusion of moral and religious culture from any institution whatever. We therefore offer no apology for claiming the denominational college as the historic and the typical American college.

There is another respect in which denominational colleges stand well in the facts of history. They have had their full share in the work of making great men. Their graduates have attained eminence not only in educational circles, and in the church, but have been equally prominent in the services which they have rendered and the honors which they have received from their country. Of the presidents of the United States, fourteen were college graduates, and two others received a measure of college training, and of these sixteen, denominational colleges educated twelve, not claiming in this number the graduates of Harvard since 1810. Of the vice-presidents, fifteen have been graduates, eight from denominational colleges. Of the eight distin-

guished jurists who have filled the office of Chief Justice of the Supreme Court of the United States, six have been graduates, and all from denominational colleges. We are not disposed to boast of denominational achievements, but we think the class of colleges under review may at least claim congratulations when they can read among the names of their illustrious dead such as Webster, Longfellow, John S. C. Abbot, Calvin E. Stowe, Nathaniel Hawthorne, John A. Dix, Henry Ward Beecher, William Raney Harper, John Hay, and many others of similar distinction. And it is with no less satisfaction that these institutions can point to a much longer list of living men who are helping to make the history of our own time, in which stand such names as David J. Brewer, Newel Dwight Hillis, Elihu Root, Leslie M. Shaw, A. J. Beveridge, Charles W. Fairbanks, Joseph W. Folk, Williams Jennings Bryan, Elmer J. Burkett, and by no means least, the honored Chancellor of the State University of Nebraska. Some three years ago, about two hundred letters were addressed to prominent citizens of this commonwealth, asking information concerning their educational advantages. The parties addressed were selected with reference to their prominence in the state, as men of recognized abilities, who had risen above a local fame. A hundred and twenty replies were received, and of those reporting themselves as college graduates, seventeen were from state institutions, and seventy-four from denominational colleges.

2. It is not enough, however, to say that the denominational college has been useful; it can be fairly maintained that, in our educational work, it is a necessity.

That man is a moral being, as truly as he is a mental or a physical being, is a trite proposition, but it is a proposition, the full meaning of which time even has not exhausted. The basis of religiousness is in the human constitution. Just how man came by his moral make-up need not enter into this discussion. Enough for our contention that he has it; so far as we can read his history, he has always had it, and there is not a shadow of evidence that he will or can ever outgrow it. Time deepens rather than obliterates it. Even those who claim immunity from all religious faiths and proclivities, generally reveal the emptiness of their boast in their zeal for their own views of religion. Right, wrong, ought and ought not, are ideas which appear with dawning intelligence. No man can fix the date of his first idea of God, or make sure of the day of his first prayer. Man will worship; if not God, then gods. His temples, altars, priestly castes and sacrificial rites are everywhere in his history. Even his pilgrimages, and savage immolations are but the expressions of his religious nature, untaught or misdirected. Religion has been the mightiest force in his history. It has braved more dangers, marshaled more armies, overthrown more kingdoms than any other factor in history. The intenseness of this religious nature interprets alike the fires of persecution and the heroism of martyrdom. This religiousness may take the road to superstitions and fanaticisms, or if rightly directed, it may lead to loving self-sacrifice

for the good of the race. Its proper education is the determining fact in the case.

Nor does the necessity for its education cease at the point at which fetish worship, and graven images, and totem poles are abandoned. As well assert that men need no instruction in chemistry and astronomy because alchemy and astrology have passed away. Civilization neither destroys the religious nature, nor renders its culture less important. With the passing away of the more revolting forms of religious expression, subtle refinements, scarcely less dangerous may take their place. Under a universal law, the religious nature uneducated degenerates. It may sink into an unconsciousness of God, and betake itself to the refrigerating atmosphere of a general scepticism; it may content itself with formalities and religious commonplace, devoid of both light and life; it may make broad its phylacteries, and in self-deception, fast and tithe and repeat its prayers to win compliments from heaven; it may evaporate its energies in the self-pleasing intoxication of emotional fervors, or it may focus itself upon a pious selfishness which renders the commandment—"Thou shalt love thyself with all thy heart, and God and thy neighbor not at all." A degenerate religious nature lets loose upon many a human life the dogs of animalism, vice and degradation resulting with lamentable frequency. No age in the world; no stage of human progress can dispense with moral and religious education without certain disaster to individual and social welfare.

Nor can this work be wholly relegated to the church. The church can do and does do much, but its teachings are of necessity confined to religious lines. The church as such does not propose to unite scholarship with moral and religious instruction, and it is this blending of intellectual and moral culture which is most essential. Ignorant religion and irreligious learning are both abnormal; both suffer all the disadvantages of the unnatural divorce. The denominational college proposes, not only to bring religion in touch with higher learning, but to bring that learning also in touch with religion. The church teaches one day in a week, the college five, and it is well known that large numbers of young men and women do not avail themselves of the religious culture which the church offers, and it is also true that many homes are anything but centers of moral and religious training. The denominational college proposes to give to the college and University the inspiration of the religious spirit, and at the same time give to moral and religious instruction the potent forces of higher education. When therefore the denominational college stands for the union of higher education with moral and religious culture, it stands for symmetrical education; it stands for the highest and broadest education.

The objective point in education is not the mere acquisition of knowledge; it is rather knowledge and power put to the best possible uses. Herbert Spencer has well said that "to prepare us for complete living is the function which education is called upon to discharge." Still better, Professor John Dewey defines education as "the process of

right living; not a preparation for future living." It is certain that education cannot consistently aim at anything less than the highest destiny of which man is capable, and every man who thinks of life in ethical terms, must logically insist that education shall be similarly conceived. The religious education for which the denominational college contends does not consist in the introduction of some religious lessons into a curriculum, nor is it the maintenance of a religious department to stand over against non-religious sections; it is rather the lifting of the whole educational life to a moral and religious plane. It claims that "God is included in complete society," that man, nature, and God constitute a unified basis for the highest education; that in tracing the evolution of man, religion is a chief line of ascent with Christianity as the highest point of development.

It should be noted also that the denominational college is essential to the proper development of church life itself. Ecclesiastical bodies are conservative. The conscientiousness of Christian people and the sacredness of the subjects involved beget extreme caution in the presence of proposed change. There is a tendency in church life towards fixedness of type, and conventional standards of excellence. Modes and interpretations may come to be regarded as of equal importance with the truth itself. If we rightly read the day, one of the shortcomings of the church just now consists in a well-meant but mistaken effort to force the larger life of the present generation into the forms of expression which, though natural to a former period, are artificial and largely without meaning in our own. The remedy is not in severing religion from progressive thinking, but in bringing both into closest fellowship. Not learning under guard in the schoolroom, and religion out on church parole, but learning in contact with all-around life; learning which skips no truth because its genus is religious, and which shuns no question which man has need to ask. Every man, if he only knew it, has a religious philosophy; he who disclaims and denounces it not less than others. It is undoubtedly of great importance to this generation that religion should be philosophical, but it is equally important that philosophy should be religious. Things in themselves are of far less importance than their meanings. The material universe is of small value compared with the spiritual significance which is implicit in it. The deepest secrets of nature point to God as rays of light announce the sun, and to unite fundamental religious truth with truth equally fundamental in science and philosophy provides for a harmony which is both natural and divine. This is the education for which the denominational college stands. It would offer this education to young men and women in those critical years during which their traditional beliefs become the subjects of personal investigation. To be shown at such a period that all truth is one, whether labeled scientific, philosophical, or religious; and that all truth is divine, whether received through intuition, reasoning, or revelation, may easily prove to them a healthful balance of intellectual and moral life. The church and the world need young life thus educated—young life which will never be

troubled with conflicts between science and religion, life which never looks upon science as occupying exclusively the domain of fact, while religion is relegated to the realm of uncertainty, and which will never punctuate a superficial scepticism with the silly assumption that, the less religion the more scholarship.

And I may also add that state institutions themselves need the influence of denominational colleges. They are benefited by the pressure of religious sentiment connected with education, which these colleges markedly help to create. They are benefited by the standards of moral conduct to which students are for the most part held. The danger of one-sidedness in education, of which we sometimes hear, is not wholly with the denominational college. This danger may, to say the least, as easily arise by eliminating religious culture, as by emphasizing it. It would be difficult to say to what a degree of backsliding state institutions might drift, or to what an extent the refining and elevating influences of religion might be ignored, were it not for the insistence with which denominational institutions appeal to moral and religious considerations. All state institutions have the best of reasons for wishing denominational colleges the widest influence and the highest degree of success.

If this is the work to be done, it can hardly be denied that the denominational college is favorably conditioned for its accomplishment. It is under no constraint from the church or restraint from the state. It neither impinges upon politics nor antagonizes creeds. It is under no necessity of attempting the impossibility of a non-religious attitude, nor is it obliged to part with its liberty at the behest of stereotyped tradition. Its field is wide; its hands are free to touch human welfare at every point. It has never any occasion to lower its educational standards in order to make room for its moral and religious instruction; it has only to broaden its culture, and intone its life with the religious spirit.

This being the purpose and work of the denominational college, we may claim for it: (1) That it is the historic and typical American college. (2) That its usefulness, so marked in the past, still continues, and favorably compares with that of any other class of institutions for higher education. (3) That it is a necessity to the best interests of education generally, and to the widest influence of our churches. (4) That a small measure of prophetic insight will enable us to predict that denominational colleges will, during the twentieth century, occupy wider fields, and exert more extended influence than during any period in the past. And while they will doubtless maintain their essential features as denominational institutions, they will adjust themselves to changing conditions, extending fraternal hands to all workers in this great field, inscribing upon their banners—**"In essentia unitas, in non-essentia libertas, in omnibus caritas."**

THE MAKING OF A TEACHER.

An address by Dr G. W. A. Luckey, University of Nebraska, to the Student body of the University, May 2, 1906.

With a topic so broad and ideas so divergent it is difficult to determine what may be said to best advantage in the allotted twenty minutes.

We still hear, occasionally, the expression "Teachers are born, not made," and there is some truth in the statement. But the same thought is equally true of the lawyer, the physician and men in other walks of life. In every line some individuals seem to possess the qualities of success to a greater degree than others. The difficulty is, the born teachers are not born fast enough to supply the demand, and we are compelled to assist nature by developing a few teachers out of those not so designated by birth.

The best refutation, however, of the idea that "Teachers are born not made" is seen in the increasing number and stability of training schools for teachers. Barring a few early philanthropic movements, the first normal schools for the training of teachers were established in Germany, 1748; Austria, 1767; France, 1810; England, 1840; United States, 1839. Since then normal school instruction has become universal in the teaching profession of Germany and France and quite general and desirable in England and United States.

In 1900 there were in the United States 172 state normal schools with a property valuation of over thirty million dollars and an annual expense budget of nearly four million dollars. For several decades state normal schools in the United States have been increasing at the rate of three or more per year, and even this rate of increase does not seem to satisfy the demand. In addition to the many normal schools there is now a department of education in almost every college and University of rank in the country, the main purpose of which is the training of teachers. Such an expenditure of money would not be sanctioned or permitted if the people did not believe that the teacher can be made better and more efficient by proper training.

Another equally fallacious statement is often made—that "anyone who knows a subject can teach it." This thought never was true and it is farther from the truth to-day than formerly. It is based on the old idea of education—that knowledge is power, that education consists in the acquisition of knowledge—that mind and body are disparate entities, having little or nothing in common.

Probably every institution of learning affords concrete illustrations of the falsity of the thought that "he who knows a subject can teach it." Not infrequently our best scholars are our poorest teachers. The fact that you see the truth is no warrant that you have the ability to make others see it. I do not wish to convey the idea that

scholarship is a detriment to the teacher, in fact it is the sine qua non of all success in teaching. But the true teacher must possess something more than scholarship. To teach a subject in the light of present thought, one must not only know it thoroughly and believe in it, but he must know the nature of the individual to be taught and the conditioning factors of mental growth.

The new education is based upon the biologic conception of life and lays stress upon the processes of growth and development rather than upon general discipline and the impartation of knowledge. It gives new meaning to education and increases the responsibility of the teacher. It conceives the individual as intimately connected with the past as well as with the present, and makes the two conditioning factors of education heredity and environment, both of which must be studied with care in order that the individual may be placed in possession of his true inheritance. From this point of view the child at birth may be considered as a bundle of potentialities or educable nerve elements, which it is the purpose of education to develop into dynamic forces.

Evolution in the organic world is based upon the laws of variation and the survival of the fittest. By fittest is meant that which nature finds most advantageous, useful or adaptable. These laws seem to hold in the mental world, but I do not believe they can be said to hold in the moral world. There is another and higher force that must be reckoned with in our systems of education—it is the law of service. I believe the greatest motive in life, especially in adult life, is that of service and it is the one held in highest esteem by all. The sympathy of humanity can always be relied upon in any struggle between the weak and the strong, and he who has made himself truly serviceable to others will never want for friends or defenders. This great socializing force is constantly interfering with the execution of the law of the survival of the fittest as formerly understood. It is the constant effort of humanity to make the weak strong, and on account of this natural evolution is continually modified by the soul of man.

In a certain sense every normal individual may be said to live two different lives—one for self, the other for the race. In a measure this holds true both in the plant and the animal kingdom. At first the food goes to the growth of the physical organism—body growth—then to the maintaining of waste and to the preparation for reproduction. We see the selfish life of the child, the altruistic life of the adult, and the over-lapping, now one now the other, of youth. It is this that causes the struggle known as the stress and strain of adolescence.

It is no easy matter to select a calling that will permit us to live in continual harmony with our highest ideals and be happy, progressive, and truly serviceable to others. To many the teacher's calling is such a profession.

Owing to the different forces at work in evolution, as mentioned above, the life of the individual is one continual struggle between

higher and lower passions—between that which is animal and that which is human. The main-spring of progress in civilization is effort —the reaching out of the human heart toward that which is higher and truer.

Civilization is the result of man's effort to reach higher levels. To be in harmony with this movement means true pleasure on the part of the individual and appreciation on the part of others. No one can escape responsibility. Everyone is exerting an influence whether he desires to do so or not.

In a broad sense everyone is a teacher. The lawyer, the physician, the minister, the merchant, the editor, the parent, are continually teaching and making the world better or worse by their influence and examples. But in the narrower sense the teacher is one of that class of persons who has consecrated himself to the work of guiding others in their development and struggle upward.

Probably no other profession furnishes so valuable a safeguard to character. It is easier to do right and overcome temptations when much is expected of you, and the teacher's environment is of necessity one of the highest moral tone. The innocence, trust, and confidence of the children is a continual inspiration. Under such an environment weak indeed must be the individual who goes astray. The very nature of his calling enables him to be always on dress parade, ready at any moment to meet his warmest and truest friends. Again the true teacher is always a student. The more he knows, the better he teaches. In fact, when he ceases to grow he ceases to teach. There is an atmosphere of life about children that is exceedingly stimulating and healthful. Living with youth keeps one youthful in soul if not in body. No one can become a teacher of children without being benefited thereby.

Speaking on the subject of "Long Life as the Result of Brain Work," the editor of the Medical Times (New York, March, 1906), says: "In the world of manual labor the dictum seems well established that at forty the laborer is 'a dead one;' he must not hope for employment or a wage after that period. The intellectual man, however, (despite the expression of a famous colleague), maintains the vigor of his mind unabated almost until he is ready to step into his grave; and if by this means he gains his livelihood, then need he not fear the lack of employment or emoluments even though his years be far advanced." He says further, that "One who consumes surplus tissue in intense mental application has none to waste in the formation of bad habits or in the gratification of vices." "The normal brain should never be permitted to rest except during sleep."

The teacher is one of a great profession, numbering in the common schools of the United States alone (1902-03) 450,000, with an enrollment of over 16,000,000 children. The annual expense budget of these schools is over $250,000,000 and the school property is estimated at $600,000,000. Every year the teaching profession is becoming more and more permanent and it affords opportunity for

growth and development equal to if not greater than that of any other profession. No field seems to afford better opportunity for true service than the teaching profession and this is especially true at the present moment.

Every student must be impressed with the great strides that scientific thought has made since the publication of Darwin's Origin of Species. It gave a new meaning to life, and has been followed by investigation after investigation, causing such remarkable development in the physical universe as to make it seem for the moment that humanity has gone scientifically mad. Men have left the humanities and entered the sciences. Commercialism and industrialism have received more than their true share of attention. But through this touch of the scientist the earth is yielding her secrets and bringing to our homes more of culture and of comfort. As our knowledge of life increases we shall turn with deeper and truer thought from the study of plants and animals to the study of the child—the human. As I view it that time is not far distant. Then we will make more of our departments of education, equipping them in a manner commensurate with the importance of their work. There will be a closer correlation of all the departments that have to do with the training of teachers. There will be established scientific experiment stations for the study of children and the various problems concerned in their education, just as we now have medical hospitals for the study of diseases and experiment stations for the study of plants and animals. With the increase of knowledge comes the increase of humility and there will be fewer and fewer people who assume to become teachers of the young without having exhausted every opportunity that is afforded to become scientifically trained.

Time will not permit me to review even briefly the growth of professional training in the United States. But since the establishment of normal schools in 1839 it has spread with great rapidity, covering the preparation of both elementary and secondary teachers and in a few instances, like Teachers' College, Columbia University, has reached out to the training of college and University teachers.

There are still some who do not believe in the necessity of professional training for the teacher, but the number is growing less every year and is usually confined to those who have given the matter little or no study. The following statement, taken from the report of the Educational Committee of the General Assembly of Connecticut, 1863, expresses almost the unanimous verdict of similar committees in other states: "Testimony has been received from members of boards of education, district committees, principals of large public schools and others interested in educational pursuits, from every county of the state—testimony which is confirmed by careful investigation of all seeming opposition—that as a class the graduates and undergraduates of our state normal schools are more sought for as teachers, pass better examinations, are stricter disciplinarians, are more thorough and systematic in teaching, waste less time in educa-

tional experiments, are more ready to improve by suggestions, have more laudable pride in their profession, show larger results, and give to school committees, parents and guardians better satisfaction than teachers from any other sources." This report was made before professional training for teachers was established in colleges and Universities. Were it not for such training in the Universities to-day the high schools of the country would be filled almost wholly by normal school graduates. That many college graduates without professional training are called to high school positions simply means that they have been carried along by the current and by the reputation established by others.

Teaching can never be learned from a book. It is a dynamic and not a static science. It does not consist in formulas, rules and cut-and-dried methods. It does not consist in knowledge except as knowledge gives insight into educational processes and needs. The teacher is not one who has been but one who is. He must be in the closest touch with developing humanity. As no two individuals are alike in all particulars, nor the same individual the same under varying circumstances, it is necessary for the teacher to be keenly appreciative of the varying processes of individual development. It is not what you know, but what you can do that makes you valuable. To do great things is always commendable, but to inspire others to do great things is more commendable.

In making the teacher much depends upon the material that comes into your hands, more on the time when your influence becomes effective. I should like to have the direction of the individual from birth if not before. I should begin by developing the qualities of manhood and womanhood with all the noble characteristics that those qualities imply. I should endeavor to develop an excellent personality, which means freedom from deformities, good health and the culture that gives grace and beauty to movements. I should endeavor to establish habits of thrift, of industry, of investigation, of expression, and of sympathy. I should wish to develop tact, energy, force, and worthy ideals. I should wish my teacher to enjoy life thoroughly and to cause others to enjoy it, but I should wish him to have sufficient culture to enjoy the purer and truer things of life rather than its dregs.

Having said this much I should give as the requisites for teaching:

a. A sound body, good health, good sense, a cheerful disposition. a sense of responsibility, tact, sympathy, insight and aptitude on the part of the teacher.

b. A thorough knowledge of the subject matter to be taught.

c. A clear understanding of the aims and purposes of education.

d. The nature of the child and the best means of bringing the individual into possession of his inheritance.

No doubt from what has been said it will appear that the first thing in the making of a teacher is the making of a man in the richest and truest sense of that word. The educative process is a dual pro-

cess, an interaction between knowing and doing—impression, expression—conviction, execution. There must be a true balance else the education is incomplete. One of the great things in education is to vitalize experience. In order to do this thought must be transformed into deed. Education is the training of the individual to feel, to know, to do, yes, to do rightly. All other education is but partial. The work of the teacher is the guiding of the individual in this process and especially in teaching him to act wisely for himself.

The student of education is confronted with many important problems. In conclusion, permit me to mention but one. It is said that conduct is three-fourths of life; that man is one-third intellect and two-thirds will; that mind is the resultant of experiences and muscular movements; that character is simply muscular habits. In other words that strength of mind depends largely upon action (muscularity) and power to do. In the various tests that have been made covering the motor ability of children and adults, such as strength of body, leg, arm, wrist, hand (in pulling, lifting, throwing, gripping, twisting), quickness and accuracy of movement (tapping, running, leaping, hitting), the power of inhibition and muscular control, it is shown that, age for age, men are capable of doing from a third to half more than women. Yet notwithstanding these facts women are leading men in most of the high school and University studies. The reason for this and the remedy is an important problem.

BUSINESS MEN'S CRITICISMS OF THE PUBLIC SCHOOLS.

J. W. Crabtree, Inspector of High Schools. Prepared for the State Association of Superintendents and Principals for the October Meeting, 1903.

The city superintendent is confronted by two sets of conditions, one representing the direct management of the school, and the other representing the relation of the school to the community. His time and attention has been given largely to the first set of conditions, grading and classifying pupils, making courses of study, arranging daily programs, regulating the conduct of pupils, etc. He has not fully appreciated that from the second set of conditions arises a series of problems which must be solved in order to put the school in harmony with the community.

Things directly connected with organization and management have had ample attention, but that phase of supervision which adapts the work of the school to the demands of the community has been less fortunate. The one is learned in pedagogy, the other in society and business. The ability to organize and manage is essential to good, thorough school work, but the ability to adapt the school to the community is necessary to give life to the work, and to secure the most practical results.

The leading men in the community are inclined to look upon the average superintendent as one who has to do with women, children and books, not as one in charge of a high class of community interests. They often ride over him rough shod when he attempts to express views on questions outside of school routine. This is because the superintendent rarely gets beyond the school routine form of supervision. He enters the society of children and of good books a great deal, but knows little about affairs and the society of men.

Pick out the eminently successful superintendents of the state. Why do they stand out as the best? Not because they possess the higher degrees, though scholarship is of the greatest importance, but because they know their schools and the relation of the schools to everything else. They mingle with men. They are men in whom the business sense has been developed, men who study the demands of the material world as well as the demands of the intellectual world. They know what may be termed general interests as distinguished from local or community interests and the amount of attention that should be given to each in the curriculum. They realize fully that every community has its own peculiar conditions to meet and they make the solution of these local problems an important part of their work.

The successful superintendent is an investigator, not only of problems that require the study of books, but problems that require a study of people. He does not and possibly should not send out formal lists of questions to be answered, but learns in his own way what

business men, professional men and laboring men expect of the schools, and he knows what value to attach to the views and criticisms of each class and of each individual.

The judgment of leading business men on many phases of school work is exceedingly good. I must admit that the investigation which I have conducted has modified my views on some important questions. There is no class of men whose judgment regarding the work of the school is worth more than that of leading business men except the judgment of the most enterprising and successful superintendents.

The superintendent, above all other men, is in a position to know how the school can best serve all right demands made upon it. He is the only one qualified to make a final decision on those important school questions in which all are interested. It requires the highest type of mind to do this. The work in supervising a school should require as much executive and business ability as it does to manage and operate any other great enterprise in that community. Just in proportion as the superintendent proves himself equal to the task of fitting the school to all other community interests will he take his station with men placed in charge of large and important business interests.

The purpose of showing the results of the investigation is not so much to discover the defects in our schools as to interest superintendents in studying some of the higher phases of school supervision.

In order to be of greater service to the schools of the state, during October and November of last year an investigation was made as to the efficiency of the public schools from the standpoint of the parent and citizen. Questions of a general nature were sent to ten or fifteen prominent citizens in every county and answers received from three-fourths that number. The following was the list of questions sent out:

To what extent, in your judgment, do the public schools, as now organized meet the public demand for education? To what extent should our schools, including the high school, prepare the boys and girls for earning a living? Are the schools meeting this demand in a satisfactory manner? What is the high school not doing that it should do, and what is it doing that it should not?

As the questions were general in nature the answers expressed general opinions and impressions. The data was not in form to tabulate results, though exceedingly valuable for the purpose for which the investigation was made. Some of these leading men passed severe criticisms on the organization and management of our schools as well as on the present methods of teaching. The questions were successful in drawing out whatever adverse criticisms were uppermost in the minds of those answering. Most of these criticisms had to do with methods and the teachers' qualifications. Very few men attempted to point out any radical defects. Possibly the most general criticism was that there is a lack of thoroughness in teaching the essential common branches. On the whole, the investigation showed due interest

and just pride in our schools as at present organized. The adverse criticisms were less severe than was expected. The answers were from merchants, bankers, lawyers, physicians, members of the legislature, farmers and laboring men.

In order to get data on the subject assigned for this discussion in form to tabulate results, a new list of questions was sent, in the early part of this month, to 300 business men in various parts of the state. The aim was to get the judgment of those who have young men in their employ, as to whether the schools have a practical value in the preparation of young people for earning their living in the business world. The following indicates the result of the investigation:

Question 1. In the case of a boy desiring to enter your employ would you consider his school record of any value?

The answers to this question were of a very positive nature, such as "Yes," and " Most certainly." A few qualified their positive answers with this and similar statements: "Provided the school is properly managed." Of the 210 answers the tabulation shows Yes 207, No 3.

Question 2. Would you give high school graduates the preference over boys who have not taken the high school course?

Some of the typical answers were: "Everything being equal I most certainly would." "That depends on the kind of work done in the high school. Some high schools cause young people to despise honest toil." "High school graduates do not enter my employ except those of least intellectual and executive ability owing to the kind of labor. I would not give them preference for work on the section gang, but I would for more responsible positions." "I seldom make inquiry as to scholarship, but it would be better if I should." The tabulation shows: Yes 197, no 7, don't know 6. Three of the seven who answered "No" employ cheap labor.

Question 3. Is a college education desirable for a business man? Typical answers: "Always desirable." "Desirable but not essential." "That depends on the boy and the college." "Not essential in making money, but important in making life mean more." "Worth as much to a business man as to a professional man." "It is valuable if obtained in early life." "It is likely to unfit a man for business." The tabulation: Yes 150, no 20, don't know 32, no answer 8.

Question 4. Is it advisable to have a business or commercial course in the high school? Answers: "Indeed it is." "The only way to prepare for business." "Yes, if a practical course." "No, because high school teachers give wrong notions hard to break up." "Train the mind of a boy and I will adapt him to my business without a business course." The tabulation: Yes 115, no 33, don't know 41, no answer 21. A number of those answering yes explained that they would not favor a business course in the small high school.

Question 5. What subjects should be emphasized in this course? The answers are not in form to tabulate well. Some answered in a general way, such as "business and commercial subjects," "common

branches." The following shows how often each branch was mentioned: Arithmetic 70, grammar and composition 49, spelling 83, writing 80, bookkeeping 83, typewriting 17, shorthand 18, geography 5, civics 6.

Question 6. Which is preferable, a four year commercial course or a three year general course with the fourth year devoted to commercial subjects? Answers: "A complete four year course with no Latin or other language except ours." "A three year general course gives a good education and one year is enough to give to strictly business subjects." "Better still would be a general course with, say, one business branch each year." "The latter is preferable, but why not have what would be equal to a year's work in the course elective so that a boy who expects to leave before finishing the school can get the advantage of some preparation for business?" The tabulation: Four years 23, three years plus one 101, either 9, neither 5, don't know 27, no answer 45.

Question 7. Would you be in favor of Latin as one of the branches of the general course? Answers: "By all means for its disciplinary value." "Yes, for its value in improving the use of English." "I would provided it is elective, as there are some who cannot profitably pursue the study of Latin." "I consider it next to mathematics." "I see no value in Latin." "It should be cut out of every school." "I would teach no dead language." The general sentiment seems favorable to the study of Latin. The number given in the affirmative vote includes those who would excuse some pupils from taking Latin. The vote stands: Yes 143, no 31, don't know 28, no answer 8.

Question 8. Would you include German in the list of subjects for a four year commercial course? Answers: "Yes, as a culture study, not as necessary for business." "I would require it of every pupil." "No, I would prefer Latin." Most answers were either **yes** or **no**. In some small towns every answer was **yes**, while in the large cities a majority of the answers were **no**. The vote stands: Yes, 71, no 93, don't know 26, no answer 19. The explanations would indicate a much larger vote for German in a general course instead of the commercial course.

Question 9. At what age should a boy engage in business in order to meet with the greatest success? This question was understood by some to ask for the age at which a boy should begin business on his own hook, while others took it to refer to the age at which a boy should leave school for a business position. The tabulation is made from those taking the latter view: Under eighteen 12, between eighteen and twenty-one 60, between twenty-two and twenty-five 31, between twenty-five and thirty 29.

It will be observed that twelve answers barely give the boy time to finish a high school course, 31 permit him to finish a high school course but hardly give him time to complete a college course, while 29 give him time for a most thorough college training.

Question 10. Should a superintendent or principal seek to in-

spire high school graduates to continue their education in colleges and technical schools? Answers: "Yes, if the student shows signs of promise." "Yes, if the student has ability, otherwise not." "It depends on the student's ability and desire." "Yes, as the average boy needs any amount of boosting." "That should be determined by the individual fitness, aims and circumstances of the student in question." "Much discretion should be used." "Should not encourage the boy who expects to engage in business." The tabulation: Yes 180, no 7, no answer 23.

Question 11. Students enter the high school at fourteen and fifteen years. Is it advisable to allow them to choose their own studies? The answers are **yes, no,** and **slightly:** Yes 27, no 132, slightly 34, don't know 10, no answer 17. Several Lincoln business men voted in the affirmative. Omaha business men give a large vote for fixed courses of study.

Question 12. Is high school discipline more rigid than it should be or is it less rigid than it should be? Answers: "Not rigid enough." "The more rigid the better." "Strong discipline is necessary in rounding out character but need not be autocratic." "Teach my boy obedience and I will thank you." "I would favor a continuation of room government through grade 10 at least." "It is about right." "Self government is the right discipline." "Scholars should have more freedom." "Too rigid for the early ages." The vote stands: Less rigid 86, too rigid 19, about right 75, don't know 17, no answer 13.

Question 13. Mention three or more defects in methods of teaching employed when you were in school. Answers: "I give it up." "The principal defect was in the pupils themselves." "Can't remember so far back." "The same except fewer in number than exist now." Less than half the men answered this question seriously. Of those who did, ten said "too much memory work," six referred to "poor scholarship on the part of teachers."

Question 14. Mention a few of the most prominent defects in the education of high school graduates you have had in your employ. Answers: "Inaccurate in the fundamental operations of arithmetic." "Bad spelling." "Poor writing." "Weak in composition." "Lack of application." "Lack of attention to details." "Not punctual." "Lack of respect for authority." The answers were so varied that no tabulation has been attempted.

Question 15. Does the high school exert the proper moral influence over young men and young women? The tabulation: Yes 95, no 30, don't know 31, might be improved 25, no answer 29. Some of those answering no or suggesting that it might be improved explain in their answers that the moral influence of the high school is on the whole good.

Question 16. Would the fact that a boy smokes cigarettes be a bar to taking him into your employ? Answers: "Would not keep one who smokes cigarettes." "It would not prevent my taking him into my employ, but it would be somewhat against him." "I would influence him to

quit or dispense with his services" "Under no circumstances would I have him around." "Cigarette smoking alone would not prevent my taking him." "I have not made a rule against cigarette smoking, but my experience with the cigarette fiend has been such as to convince me of the advisability of an absolute rule against it." Tabulation: Yes, absolutely 110, yes, to some extent 69, no 3, don't know 11, no answer 17.

Question 17. Are those who finish our schools less accurate in arithmetic than pupils were twenty years ago? Answers: Yes 97, no 63, don't know 41, no answer 19.

Question 18. Are pupils poorer spellers than they were twenty years ago? Yes 110, no 43, don't know 37, no answer 20.

Likely as not the majority is mistaken on this question, also on question seventeen. There is little doubt however, but what these subjects are worthy of more attention than is given them.

Question 19. What preparation should be demanded on the part of high school teachers? Very few attempted to answer this question. A majority of those who did answer would demand a college education with professional training. Several consider a normal school training sufficient.

Question 20. In the main are the public schools making the progress we have a right to expect? Answers: Yes 98, no 19, don't know 53, no answer 40.

Among the general criticisms that were made under the different questions are the following: "The schools attempt to teach too many subjects and to cover too much ground in each subject." "The influence of football and baseball is against good solid school work." "The text books are too advanced." "There is not sufficient drill on fundamental subjects." "Teachers are not capable of bringing out the practical phases of the subjects they teach."

There is the temptation, but not the time to discuss some of the interesting points suggested by the foregoing tabulations. It will mean more, however, to each one to be permitted to make his own summary and form his own conclusions. These results are of the greatest value, in that they are compiled from the views of practical men of affairs competent to speak on these questions with a degree of authority. The results are very similar to a somewhat broader investigation along these lines in New York state, during last year. In both investigations the work of the public schools has stood the test exceptionally well.

To remedy the defects pointed out does not require any radical changes in organization or management, simply a little more thought and skill on the part of teacher and superintendent. The demand for more practical subjects does not seem to be as great as the demand for more practical teachers, teachers whose judgment and experience enables them to lay proper emphasis on the essential subjects now taught. The same thoroughness in teaching the common branches that business men demand is just as necessary for the boy that becomes

a college student or enters a profession. On the whole the business men are conservative and reasonable in their criticisms and demands.

However valuable this investigation, it is from only one standpoint, that of the business man. Then again it must be remembered that this is a general view. It would be of still greater value to have tabulations from many points of view. A careful study of both general and community interests on the part of superintendents throughout the state should result in a uniformity of courses and efforts, modified only by the special needs of each community. Further uniformity than this is undesirable. It is therefore of the greatest importance that the superintendent should be keen enough to see the demands of his community, to know its needs, and resources and to take such knowledge into account in all school arrangements. It is important to the superintendent in that it raises him to a higher plane as an educator and as a man mong men, important to the community in that the school contributes in a practical way to its needs and most vital interests.

COMPLETE EDUCATION FOR THE MASSES.

Fassett A. Cotton, State Superintendent of Public Instruction, Indianapolis, Indiana, October 5, 1905.

THE PROBLEM STATED.

The problem of education to-day is two-fold: (1) There is the problem of reaching all the people, and (2) there is the problem of complete education for each individual. Government of all the people, by all the people and for all the people, presupposes the education of all the people. If this nation is to endure, all its people must be educated. They must be intelligent, temperate, industrious, skillful, and constantly employed, if they are to be prosperous and happy. These qualities can come only through education. With all our boasted democracy and our free schools, education has not hitherto reached all of our population. From the first primary grade to the graduating class in the high school the story is one of constant diminution in numbers. For one reason and another pupils drop out all along the line, and it is the few instead of the many who profit by the provision that is made. Along with the fact that the masses are not reached there is the fact that a chance for complete education is not provided. Perhaps the solution of the first phase of the problem lies in the solution of the second phase. If the methods, processes and provisions were ever sufficient they are not sufficient now. Commercial prosperity, competition, cosmopolitan population, woman's advent into every calling, change of home ideals, the coming of steam and electricity, have brought new tastes, strong appetites, desire for entertainment, and extravagant living. And with it all a new educational problem has been created. Home notions have changed radically, and a part of education that formerly belonged to the home has been shifted to the school, and the school must assume the burden, at least for the present.

BASIS OF SOLUTION.

The only simple, rational basis of solution is to plan the work with regard to the needs of the masses instead of the needs of the few. In other words, in both town and country the school work is to be planned so as to prepare for life, instead of preparing for some advanced school. Education for every child should be complete at any period in the course. That is, every child, at any stage of its advancement, should be all that it is possible for it to be at that time. Education which prepares best for life ought to prepare best for advanced work. And in preparing for life education is to be life. It is to let the child live joyously in his work. We have been trying all these years to fit the child to our theories, instead of fitting our processes to the nature of the child. Superintendent Maxwell, of New York City, says that under the old system the energies of doctor, schoolmaster and parent were devoted to making the child submissive

—to making him swallow the dose. "Now," he says, "if they had but thought of it, God makes the child and man makes education. Had they kept this fact in mind, they would have seen that it is infinitely easier and better to adapt education to the child than to adapt the child to education." Principal Baldwin, of the Hyannis Normal School, thinks that subjects should not be imposed upon the child for the sake of drilling him in observation, motor adjustment, accuracy, will-power, etc., but that all educational activity should **grow out of the life and needs of the child.** He says that they strive for **the best work of which each child is now capable,** and they have taken for their motto: "A live child in a live school; learning to live by living each day in the school." The real solution of the problem is to come, then, by bringing into play the complete round of activity in the child, and through all physical and mental powers enabling him to realize himself.

MEANS.

First, through play. In the life of the lower animal and in that of the human being play is recognized as one of the most potent factors in development. The actions in which young animals spontaneously indulge in their play are the very actions which these animals will need in their later experiences. Young dogs in their play wrestle and bite, and chase in their rough-and-tumble fashion; but all these actions are so much training for them. It is a part of their education. Scientists have noticed that the same thing is true with cats and birds and ants—in fact with all animals. What is true of these animals is more significantly true of the child. In play he gets his best schooling in personal development. In the games he gets his social rank. He finds out what he can do and ranks accordingly. So there is a certain utility in play instincts. They are the forerunners of what is to be. It is probably apparent that in play every child should have a part. It is doubtless apparent, also, that play for all is necessary both for bodily and mental health.

Second, through mastery of problems. Mastery involves the double process of receiving and giving on the part of the learner. There is that close attention which is essential in following instruction and which is real work. Then, there is the activity of expression which is the supreme test of real mastery. Expression, construction and creation on the part of the child have a prominent place in modern pedagogy. The whole life of the child is to be used in his education. The head must work, but the head needs the voice and the hand; indeed, it needs the whole body. The child ought to have constant practice in making and doing real things. He is to be taught to do things as well as to know things, and, other things being equal, those subjects which teach to do as well as to know are better than those that merely teach to know. Often the very attempt to do a thing reveals the way and awakens the creative activity. It would be a startling revelation should it be demonstrated that the very work of the child in the factory, which we have prohibited by legislation, is of

more educative value than the work in the school, which we have compelled him to attend. And yet it is certainly doubtful whether we have done our whole duty when we have passed these two laws and made no provision for complete training in the schools. School work that counts must be actively interesting. It must make the child take the initiative in progressive creative activity. It must begin while the child is still in the stage in which a mere suggestion is sufficient for a reaction. It must begin before fear of failure has taken hold of the child. It must furnish the opportunity when the instinct for action is ripe. Instincts once slighted may be forever lost to the individual. training to think is very important, and, as a rule, the boy who thinks will distance the boy who doesn't think, in whatever he engages; only, it is all-important that he be trained to **want** to engage. This can be accomplished best through actual undertaking.

Third, through the use of the child's environment. The child furnishes his own basis of interpretation. He can get no more out of anything than he brings to it. In his school life everything must be translated in terms of his own experience. That which he has been in the city, in the town or on the farm, is the key which must unlock for him his future. No matter what subject is under consideration, it can be made to mean anything to the child only in the degree in which it is put in terms of his everyday life. It should be remembered that textbooks are not the only sources of information, not the only stimuli to mental activity. The child's environment is a very important source and one that will always awaken interest when the text fails.

These, then, are the means through which the school work is to be done—play, work and environment. These the teacher must understand and be able to use.

THE IDEAL.

With a knowledge of the problem, of the basis of solution and of the means for solution, it is easy to set up an ideal. In our state, with the township as the unit of our school system, the logical thing is a complete central school in each township to which all the children shall go. It should have a kindergarten, the eight grades, and a high school with a four years' course. It should have complete, well-equipped, modern buildings. Here should be located the township library, which should contain books selected with the view of meeting the demands of the community, and which should have arrangements for distributing books by means of transportation hacks and the free delivery mail system. It should have a small farm, equipped for scientific elementary nature study or agriculture. It should have manual training departments for boys and girls. It should be in session at least eight months in the year, and should be the center of community interests of the township. Finally it should have for teachers the best prepared men and women, who have chosen teaching as their life work, who shall live in the community, and who shall be paid respectable salaries. But, as I have said many times, this movement of central-

izing schools must come from the people as a result of education, and its consummation will be determined by the degree with which it meets the needs of the people.

OBSTACLES.

The first and greatest obstacle in the way of the realization of such an ideal is the present attitude of the people themselves. They have not thought about the matter. They do not know how advantageous such an institution would be from every point of view, and they do not see that such a school is possible. If they can be shown the value of such a school and its possibility, the dream will shortly become a reality in many more townships than at present. Somehow it must be revealed to them that such a school would make the conditions of life better in every way; that their children and children's children would escape many of the hardships they endure, and would come into happier ways of living; that ignorance and idleness and intemperance would disappear, and that intelligence and skillful industry and temperance would prevail.

The second obstacle is the fact that teachers are not prepared to do the work that such a school would require. But this is not an insurmountable barrier. Let it be known that at a certain time, a few years hence there will be a demand for such teachers, under the conditions named, and the supply will more than equal the demand. Of course, the transition must be gradual.

Then, there is the fear of extra expense which always helps to block progress. A careful estimate of the present expenditures for crime and idleness and poverty; of the enormous waste in every direction under the present system; of loss to community progress through inefficient service; of dissatisfaction and suffering and sorrow would probably prove conclusively that the cost is not a serious barrier, and that the new way would in reality be cheaper in dollars and cents.

Finally there is the educator who clings to tradition, and who says it can't be done, that it is contrary to all educational principles of the past, and that it is not the province of the public schools to train mechanics nor farmers. Neither is it their province to prepare a few for the professions, may be the answer. But it is their province to help all the children everywhere find themselves; it is their province to train them to help themselves; it is their province to help them attack and break down the barriers of their environment. The small per cent who will go to college have their chance. The very large per cent who will never go to college must also have a chance.

PRESENT POSSIBILITIES.

But, recognizing all these obstacles, the outlook is still hopeful. There are many things that can be done under the present conditions. These may be indicated here in a general way and given more in detail in succeeding bulletins. First, the play problem can be studied

by every teacher. Certainly every rural school, at least, still has ample room for play and healthful exercise. Teachers should be able to see that every child has a chance to show what he can do in these games. Select the best games for out-of-door and direct them sufficiently to make them effective. These games can be used as a basis for the work in some of the subjects. Think how they can be used in the number work, in language, in physiology. In addition to the out-of-door games, the teachers can and should work out a simple system of indoor exercises for rests and rainy days. These with little difficulty can be related to the school work. Play can help the teacher teach school. Second, in the work of mastery of subjects, the teacher can with a little forethought and work find many ways of expression for the child. Penmanship, drawing, language, history, geography, physiology, arithmetic—indeed every subject—can find use for the hand as well as the head. The teacher must study and use the material and conditions at hand. Third, in the matter of environment there is the largest opportunity for concrete work. There is abundance of illustrative material for every phase of school work. It will be interesting to begin an investigation through the pupils of the actual industrial conditions in the community. What do the farms produce? How much of each product? What is done with it? What is done with the surplus? What do the farmers in the community need that they do not produce? How do they get these things? Where is the market? How do the farmers get to market? What are the market prices? What can the soil produce best and in most abundance? Is there a close market for this produce? In what subjects can such data be used to advantage? Would relating the subject and every-day life make the work more interesting? Would the average child understand better if the work were cast in such concrete terms? An illustration may be seen in real life when a boy on the farm is given a hen and some eggs, with the understanding that he may have the profits if he will care for the hen and the young chicks. The boy becomes at once very anxious about the kind of food and nest for the hen. He sets to work to make a coop and asks his parents for suggestions and assistance. He takes lessons from a neighboring carpenter. He does not learn at first how to saw to a line, nor does he take lessons in driving nails, but he makes a coop that will answer the purpose.

In much the same manner when, in school, boys are told that if each will make two hammocks, for example, he may have one for his own, everyone becomes anxious to whittle out the tools and to learn how to make the hammocks. And when the girls of the sewing class are told to select that which they desire for themselves or some member of the family they all become very anxious to learn to sew well enough to have the article well made.

Under this arrangement the children become the anxious ones, asking for assistance and suggestions which the teacher stands ready to give. This is the reverse attitude of the ordinary school. It should be the attitude of every school in Indiana, and will be with the proper

relation of reading, geography, arithmetic, and all other subjects, to the activities—occupations in the several communities. These and many other questions can be raised that are to the point. The whole life of the child must be the basis of all intelligent progress in education.

THE MODERN HIGH SCHOOL CURRICULUM AS PREPARATION FOR A TWO-YEAR NORMAL COURSE, AND THE SORT OF TRAINING WHICH MAKES FOR THE BEST NORMAL SCHOOL PREPARATION.

Address by David Felmley, President of Illinois State Normal University, Normal, Illinois, at N. E. A., Asbury Park, July, 1905.

In discussing the question propounded by your committee, it has seemed best to change the order of the sub-topics to consider first the best sort of preparation for a two-year normal course, and then to compare the requirement with the modern high school curriculum.

It is now generally recognized that in the high school period there should be some differentiation of studies with reference to vocation. So, while we retain in all high school programs the studies in history, government, and economics that contribute to intelligent citizenship, the studies in literature and art that refine the taste, and such studies in English grammar and composition as contribute to a good English style, there is a growing conviction that secondary education should differentiate along five chief lines, all to receive equal time and emphasis. We are providing the traditional course with its language, history, and literature for the speaking and writing professions; mathematics, physics, and manual training for useful and artistic construction; biology and chemistry for the physicians and farmers who are to deal with life and the conditions of life; commercial geography, economics, and the theory of accounts for the world of trade; and the various arts and applied sciences that relate to household economics for the mistresses of our homes. These five forms of the high school curriculum cover nearly all the leading lines of human activity. Preparation for teaching demands, however, a generalized curriculum; for the elementary teacher must deal with those fundamental knowledges and arts that are of universal value, while the special teacher in the fields of secondary and higher education needs surely as much breadth of culture as a general high school curriculum affords. It seems therefore, at first thought, that the high school curriculum of highest general culture value is the best curriculum for the training of teachers. If the modern high school curriculum is not good for the prospective teachers, it may be questioned whether it is good for anybody.

Yet there are some of the knowledges and arts taught in the schools in which we feel the candidate for teaching needs to be especially proficient. If this be not true there is no point to the present inquiry. In the normal school itself the student's mind must be engrossed with pedagogical problems. The inductive investigation of teaching, to discover its principles; studies in psychology, to afford an adequate deductive basis for the rules of general method; the history and science of education; questions of school organization and management and practice in teaching—these must constitute at least one-

third of his program. If to this is added a re-examination of the studies of the elementary and secondary curriculum, with an eye to the problems of teaching, and at least one study in literature or the social sciences, to nourish the student's deepening interest in social questions, we have little room in the two-year normal course for acquiring the general knowledge, or the skill in the school arts, that the accomplished teacher must possess. Hence the normal school must demand of the high school such preliminary training as will permit the normal school to do its work.

I shall venture to state some of these legitimate demands:

The prospective teacher should have a living knowledge of all those fundamental forms and activities of nature that condition human life. The intellectual powers of the race have been developed thru man's long struggle to discover the laws of nature, and to turn its energies toward his own ends. This knowledge has been the chief component in the education of every generation of men. In the past, when the few months spent in the elementary school were given to acquiring the arts of computation and written communication, when the higher schools were largely devoted to ancient languages, this fundamental education was secured incidentally thru the spontaneous activities of boyhood, or thru the necessities of industrial life. The knowledge of nature thus obtained was ill-organized, usually superficial, but with a fullness of information along practical lines usually denied to the youth of to-day. Modern life has taken the boy out of the fields and the woods, and shut him up in the schoolroom. It has greatly abridged the apprentice system. The technical school is taking the place of apprenticeship in preparing for industrial life, and the elementary school in its lengthened terms must provide in a systematic way the knowledge once afforded by the free opportunities and employments of country life.

Hence the demand that the young woman come from the high school with a living knowledge of the natural sciences; that she shall have a fair acquaintance with the plant and animal life of the region; that she see with some clearness the relation of variety of form and function to the conditions of existence; that she be acquainted with the various biological laws that make up the theory of evolution, and be able to account for many observed phenomena by reference to these laws. The time will soon come, I trust, when we may add to those requirements what the needs of children demand to-day; that she love flowers and know how to care for them.

She should have some acquaintance with the nature poets that reveal the spiritual significance of natural phenomena, and know something of the names and works of the great writers that in the past half century have revolutionized the thought of the world thru the revelations of natural science. She may not have read extensively in these, but she certainly should read them with interest and appreciation, and look forward with pleasurable anticipation to those hours of leisure that will make their treasures her own possession.

There is needed, too, a thoro knowledge of physiology, both of temperance physiology and of the other kind; not merely for the better care of her own health, but because it is vital to wise school administration. No architect has so far perfected his arrangements for heat, light, ventilation and the physical comfort of the children, as to leave nothing for the intelligent teacher. Moreover the problem of fatigue, of exercise and physical training, the relation of learning to physical growth—in fact, nearly all the questions raised by modern pedagogy demand a good knowledge of physiology for their intelligent consideration.

Physics and the elements of chemistry are of equal importance; but what is wanted especially is the ability to account for ordinary external phenomena; for dew and frost, cloud and rainbow, combustion and decay; and sufficient insight into the laws of mechanics and of the various forms of energy to explain pumps and steam engines, telephones and trolley cars. I have known teachers to spend two weeks upon a model of Caesar's bridge who could scarce name, much less explain, any of the great structures and machines that play so great a part in modern civilization.

Similarly there should be knowledge enough of earth science to appreciate the forces that have formed soil and mountain and river valley, and have sculptured the landscape, to awaken intelligent interest when in the presence of these natural forms.

Of no less importance than to know the laws of external nature is a knowledge of the ways and institutions of men. The fundamental study here is geography, which deals with the way in which human life is conditioned by latitude, climate, soil, and other features of the material environment. While earning a living is not the most important human interest, it must in a way take precedence of everything else. Hence those studies in commercial geography that deal with the resources of this planet, with the tools and processes that man employs to render them available, and with his methods of transportation and exchange; those studies in economics that unfold the laws governing the production, distribution, and consumption of wealth, and that afford a rational basis for judgment upon the greater part of the social and political questions that confront the citizen, deserve a large place in the preparation of the teacher. The interest in these studies deepens with mature years; therefore they deserve a large place in the normal school itself.

Manual training should be included in these preparatory studies, not merely because the use of tools has had a large share in developing the intellectual powers of the race, nor because certain brain tracts become atrophied unless developed thru the so-called hand training, but quite as largely to put the teacher into more intelligent sympathy with the multitudes of hand-workers whose children are to be taught. It is said that every problem of vice and poverty, of pauperism and crime, comes to the door of the school for its solution. No one should teach unless he knows something of the relation of these problems to his own work.

The story of our race, of the unfolding of its institutional life, is vital to all who wish to understand our institutions, to see their reason, or possibly their present unreasonableness. To see the need of government and study its machinery and workings is to foster the natural desire for active participation in the duties of citizenship. History, civil government, and other studies pertaining to citizenship must have a large place in the education of a democracy.

Now, the preparation of the candidate for teaching in all these lines need not be extensive; it must be intimate and vital. We observe, in regard to men and women who have enjoyed a secondary or higher education, that they carry forth from college a live interest in some subjects, while to others they rarely return after leaving school. This difference is partly due to individual taste, partly to the environment in which they are thrown when out of school; but very largely, we must agree, to the character of the instruction in these studies while in school. If subjects have been taught so as to establish a vital relationship between them and the practical affairs of men; if the knowledge acquired is so far connected with the extra-scholastic world as to form an adequate basis for apperception when the student comes in contact with this world; if, moreover, the student leaves the subject in school knowing of books to be read and problems to be investigated, he is likely to keep up his study in later years. The prospective teacher needs knowledge, but he needs still more that interest and outlook that are the guaranty of future growth.

In mathematics the requirement is a fair knowledge of arithmetic as applied in useful construction and business affairs; so much of algebra as will give some insight into general number-relations; geometry for its deductive reasoning, and, on the practical side, to develop definite ideas of symmetry and proportion, and afford a clear basis for the arithmetic of material construction.

Mathematical drawing should be included in the program of every prospective teacher. The taste for such work develops in the early high school period. If the instinctive interest is properly nourished at that time, we may look for neatness, regularity, and order in all graphic work thruout the life of the teacher.

No one will question that the high school graduate should bring to us acquaintance with much of our best literature. Any one with fiber fine enough to turn to teaching for any but the most mercenary consideration surely will read and enjoy the great masterpieces in which the best men and women of our race have put their best thoughts into permanent and beautiful form. If the school is to refine and lift up our national ideals, it must do so largely thru biography and literature. But the mere acquaintance with literature gained thru cursory reading is not enough. Passages, paragraphs, whole poems must be read and re-read until they become an everlasting possession. If the practice of committing to memory is not well established before the age of eighteen, it will rarely become so.

Every teacher should be a superior oral reader. Every poem was written to be read aloud. The first step in teaching a poem is not to have the allusions looked up, the words defined, or the sentences parsed. It is not to discuss the meter, the rhymes and alliteration, the figures of speech, useful as some of these are. It is rather to read the poem to the pupils so well that its music shall be heard; its rhythm, its melody, its harmony of sound and sense, that give charm to every great work of literary art. The teacher must understand and feel the thought and spirit of the poem; but unless he has perfected his voice as an instrument of expression, he can do little to awaken an appreciation of its beauty and power. The few teachers who can read well often seem afraid to read to their pupils. The children enjoy it so much that it seems like wasting time, if not positively wicked. We still hold to the opinion that work is what you don't like to do. Too much time may be devoted to reading aloud mere books of information, which have no special literary merit. After the mechanics of reading are mastered in the first four or five years, all reading aloud should be of literature—literature in the best sense. There has been in the past few years a lamentable decay in the art of oral expression, especially in our high schools. There is no possibility of relief until good reading is made an essential qualification of the teacher.

Along with reading we must place the other school arts. The teacher should sing; she should write well; she should be apt with crayon in illustration, ready with drawing or diagram to portray the appearance or inner thought of things.

The teacher should know art and love it. As stated by President Eliot in his recent Buffalo address:

"The main object in every school should be, not to provide the children with means of earning a livelihood, but to show them how to live a happy and worthy life inspired by ideals which exalt and dignify both labor and pleasure. To see beauty and to love it is to possess large securities for such a life."

We are all aware that while a good work of art speaks to both prince and pauper, still for an adequate appreciation of beauty in any art we need some acquaintance with the technique of expression. We study drawing, not that we may draw, but that we may appreciate drawings. In all these fields the vitalizing spirit of the teacher is the chief factor in the growth of the pupil.

Nothing has been said of the quality of the student's English. The normal school may justly expect candidates for admission to have so far emancipated themselves from the slang of the early high school period, and the local provincialisms, as to be able to express ordinary commonplace thoughts in respectable English. Most defects in language are defects in thinking. Muddiness of expression is due to turbidity of thought. The fundamental need, therefore, is that during the grammar school and high school period pupils be taught to study —that is, to get the thought out of printed page or laboratory exper-

iment—and not rest satisfied until this thought is clear. Where discriminating thinking prevails, an adequate vocabulary soon appears.

I have said little of mental discipline because I believe that the alertness of mind, the power of concentration, the discriminating judgment, the strong and abiding interests that are needed in the professional school are best developed thru self-forgetful devotion to the knowledges and the arts of highest value in teaching.

It probably has occurred to some of you that this paper is sketching an educational utopia, and that no high school ever has produced, or ever will produce, graduates of the quality indicated within four years. The writer does not propose to lengthen the course, but to eliminate useless subjects and improve existing methods.

The chief obstacle is the study of Latin. In the programs of most of the high school graduates that seek the normal school, Latin has engrossed one-fourth of the recitation periods, and from forty to sixty per cent of the time spent in study.

The limits of this paper forbid any detailed discussion of the value of Latin in the secondary school. A rigorous experimental demonstration of its value is impossible. The eminence attained in practical affairs by certain graduates of the traditional classical course may be in spite of, not because of, their classic studies. Our school system selects and promotes to its higher courses and to its diplomas the very people whose health, capacity, ambition, and wealth already mark them as the favored few of their generation. I believe that most of them in the general absence of higher education would attain a like prominence in their day.

Since arguments on this question are mainly expressions of opinion based upon a priori considerations, I shall venture to say that Latin contributes little to the prospective teacher, unless indeed she proposes herself to become a teacher of Latin. The place of Latin in our schools is purely traditional. Since schools are no longer confined to the clergy, and Latin has ceased to be the language of scholars and diplomats, as in the days of Bacon and Milton, schoolmasters are put to it to invent arguments for the study, chief among which is the resulting mental discipline. But modern pedagogy rejects the dogma of formal mental discipline. The discipline acquired in studying a foreign language is helpful in the further study of foreign languages. The knowledge of Latin helps little in the study of the Romance tongues. We usually recognize new words in those tongues from their similarity to English cognates, not from their Latin derivation. Whatever aid the derivation of English words affords any one of us is due, not to his study of the sentences of Caesar or Cicero, but to his independent study of Latin roots. To gain a knowledge of Roman literature and life, it is no more necessary to study Latin than to study Hebrew to understand and appreciate the Bible. Lastly the constant translation of Latin into English as actually conducted does not with one pupil out of ten contribute to the growth of a vigorous idiomatic English style. We hear almost everywhere, "Caesar said himself not to be about to be made more certain," or other absurdities scarcely less flagrant.

With Latin eliminated, there will be time for further study in arithmetic, English grammar, geography, and American history—studies commonly relegated to the grammar school, but needing in many of their vital aspects the maturer comprehension of the high school period. Room may be found, too, for the studies in reading, in hand work, including art, for which now so little time is afforded.

The other chief defects in the high school curriculum can be traced to the dominant influence of the college in determining, not only the curriculum, but the methods of instruction. Since the report of the Committee of Ten in 1893, high school inspectors from school and college have insisted that secondary teachers shall be college graduates. Yet the college student rarely hears any discussion of the ends and means of education, of the peculiar problems of the adolescent period, or of the method of instruction. Thrown into the high school with no resource except his own experience as a student, he must needs imitate his own teachers. In this way the method of the University has been projected into the high school. Physics has become quantitative, engrossing the time of the student with endless measurements. The construction of "Stewart's curve" or the verification of "Joule's equivalent" is to the normal student of much less importance than to know the modes of utilizing exhaust steam, or why the housewife must frequently add cold water to the cream she is churning. In biology the microscope has come into daily use among children who have never learned to see a tithe of the interesting and important phenomena of plant life that are visible to the unaided eye.

Instruction in English is an admitted failure in almost every secondary school. The root of the difficulty is in the specialization of high school teaching which now treats language as a separate branch under the name of English, whereas habits of expression, good or bad, are inevitably formed in every class room. Language is not merely the vehicle of expression. It is the form of the thought itself. To write a clear, accurate, and orderly paragraph requires clear, accurate, and orderly thinking.

Instruction in the principles of any kind of doing can only set up ideals of right conduct; habits of right action can usually be gained only thru persistent individual effort supplemented by the example and demand of our entire environment.

We grant that ideals should be clear, attractive, noble, determining conduct by their inherent beauty and reasonableness; yet is it not as reasonable to expect to cure a bad case of round shoulders in the physiology class, as to secure good English thru the unaided efforts of that department?

In conclusion, I would say that the modern high school curriculum is not affording proper preparation for a two-year normal course; that the fault lies in the undue influence of the college, which has been permitted to convert the people's high school into a fitting academy, to shape its curriculum with reference to the traditional ideals of the

college rather than the needs of modern life, and to furnish to the high school its complement of teachers accustomed to college methods, ill-informed as to the problems of secondary education, and wholly untrained in teaching.

As a remedy for this state of things is suggested:

1. State inspection of the high schools by the state department of education; said inspection to be upon a liberal basis, without exclusive reference to the wishes of higher institutions, and to be accompanied by a state appropriation for approved schools.

2. A rigorous requirement of professional training for all high-school teachers.

THE EXAMINATION PLAN VS. THE CREDIT SYSTEM IN THE CERTIFICATION OF TEACHERS.

Paper read before the Nebraska Superintendents' and Principals' Meeting at Lincoln, October 19, 1906, by Superintendent George H. Thomas of McCook.

The teachers of Nebraska have just emerged from a most trying and tedious struggle with the new certification law. It makes one proud to be counted a Nebraska teacher when he considers how stalwart his co-workers have been in the heat of such a battle and how triumphantly they have issued from the final conflict.

The past two years, in school affairs, have been remarkable because of the changed requirements of the law which compelled a radical readjustment to a new method of obtaining certificates to teach. And what is it that has been done? A state examining board acting under civil service rules, has been delegated with the duty of preparing first, second and third grade examination questions, of sending them out to the county superintendent, and of correcting the answer papers after they were written. The teachers of the entire state were required to answer uniform questions and submit their work to the judgment of a central board of examiners, with a single standard of marking, experts in their respective fields, and not to one man's work alone, but to a reviewer's, also, instead of to a single county superintendent. A grade of ninety per cent has come to possess the same meaning in one section of the commonwealth as in another, whereas, under the earlier regime, each county superintendent, who corrected his own teachers' papers, had his own standards, and these varied, not unnaturally, in as many degrees as there were counties in the state.

The mere stating of the subject of this paper, "The Examination Plan vs. the Credit System in the Certification of Teachers," suggests the wonderment whether some further change in our plan of issuing licenses to teach is contemplated or advisable.

The title, at any rate, causes two extremes in methods of doing so to stand boldly forth. The first, a plan requiring all teachers henceforth desiring to be certificated to submit to an examination in each and every subject named in the statutes for the grade for certificate for which they apply; the second, a plan to give credit upon the teacher's license for all work satisfactorily done in any of our Universities, colleges, or normal schools.

There are reasons why, at the close of such a campaign as we have just concluded, a consideration of both of these propositions ought to prove more than ordinarily profitable; for the weaknesses and defects of each are uppermost in our minds. For my own part I made a perfectly unbiased approach to the subject, since it seems to me, "there is much to be said on both sides," and it is with such an attitude of mind that I would solicit my hearers to consider with me the various arguments that pertain to the matter.

Our purpose, as school teachers, principals and superintendents, drawn here to this October meeting, seeking those things that will best advance the work of our calling, should not be merely to ratify or condemn, but to weigh and consider. This association is essentially a deliberative body, providing an open forum for the frank discussion of school concerns. No one man possesses all cleverness, but in a multitude of counsellors is much wisdom. I earnestly hope the spirit of genuine inquiry will prevail, that there may be broad investigation and thorough discussion, in order to search out and discover which plan, or at least what part of each, is better, and the closer approach to an ideal condition, as well as a condition of largest practical utility in school administration.

This problem of certification must then still be considered, as the polititians would say, "a burning issue," for, like Banquo's ghost, it will not down. A group of schoolmasters anywhere assembled in the state this past year were sure to be discussing the law of certification. Their speaking and writing betokened a deep interest, and it may be stated with assurance that a general approval of its provisions prevails among city and county superintendents, among the teachers, who are those most vitally affected, and with school officers, so far as the law was a step towards realizing genuine uniformity and so far as it established higher standards in the profession of teaching. There is, however, disapproval of many of the rulings of the state department of public instruction, in interpreting and putting into force the provisions of the law, notably that one as to crediting for summer school attendance.

I do not need to stand as defender of the administration of Superintendent McBrien, though I cannot refrain from the declaration that in my opinion he has carried forward to most commendable completion tasks difficult and trying in the farthest degree. An emergency existed. The new law, put into effect slowly, even cautiously, was grinding down hard upon those who had to come under its workings, and the supply of teachers was threatened in the very first year of its operation. It should be remembered also that there was no blanket covering for teachers already in the work, as was the case when examination for entrance to law and medicine was demanded. Had there been a shortage of teachers, unthinking directors would have blamed the law as pernicious and ill-timed. Instead the new law was right; temperateness in its execution was the height of statesmanship, as well as evidence of sound judgment in the Superintendent's office.

Crediting, as was the case the past summer, for certain summer school work, has brought the subject up in a new light and made debatable the examining plan and the crediting plan for certificating teachers. Any dissatisfaction that has arisen has come from too little acquaintance with the decisions that have affected the law rather than from the requirements of the law itself. With the first of October, 1906, the schools being opened, and the teachers licensed for

the year, all decisions relative to credits, except as to those earned on examinations, were swept away, and the law stands just as it was framed.

If the consideration of this subject involves any desire further to amend our present code, there will arise a protest from many who honestly feel that there has been already turmoil enough in the matter of certificating teachers. They will maintain that we do not know yet just what the effects of our new law will be, and that we should complacently bide our time. Some will stand in fear of further change on the ground that any law, bad or good, consistently carried out, fully understood and agreed to by all whom it affects, is better than a more adequate statute would be, if frequently altered. A sweeping change of system along any line whatever must be followed by a somewhat extended period of transition, a period in which affairs are somewhat unsettled, and during which the new order gradually assumes definite form and takes its proper place on a good working basis. Such was the case at the close of the war of the revolution, before the present government was instituted; such is the case in distracted Cuba to-day, between the period of its independence and the time when, we hope it may become firmly established among the republics of the earth.

Our question is a purely academic one at present. Those who are in fear and trembling lack the genius of creative workers. We are turning our thoughts to the future; we are seeking to determine what shall be for the best; we are preparing to meet an exigency which seems bound sooner or later to arise.

Before considering the comparative merits of the examining and crediting plan let us refresh our memories with what is the present method of issuing certificates in this state.

First, second, and third grade county certificates are granted by county superintendents upon grades achieved upon written examinations before the state board of examiners; first grade county certificates may, also, be issued to graduates of the advanced course of a college, University, or normal school, by county superintendents, without examinations; city certificates may be granted by city boards of education in a manner not specified in the statutes; a professional life certificate may be granted by the state superintendent upon examination, or one may be issued to an applicant after three years' high school teaching in Nebraska who holds a diploma from a college or University. Graduates of a common school course in the state normal schools receive an elementary state certificate, good for two years, as do now the graduates of the junior normal schools; graduates of the higher course of the state normal schools receive a diploma which is lawful permission to teach for either two or three years, whereupon this permit passes into a life certificate. A similar credit is allowed the graduates in the teachers' course in the state University or other college.

It will thus be seen that both the examination plan and the credit plan are at present employed in our system of certification.

And it may be added, in passing, that in a digest of the present status of teachers' certificates prepared some years ago by Former State Superintendent William R. Jackson, printed in volume 11 of the report of the commissioner of education for 1903, quite as much variation is shown in the laws of the other states as is shown in the laws of Nebraska. No satisfactory appeal to such authority can well be made, as to precedents or practice, for, while in Arkansas all certificates under the law are issued on examination only, and there can be no renewals without re-examination; in Florida a first grade life certificate can be obtained upon graduation from a state normal school. In Maine, normal school diplomas have no legal validity as licenses to teach, and in Massachusetts permanent certificates are issued only upon examination in prescribed studies. But in Minnesota, Wisconsin and Michigan, normal, college and University diplomas have very much the same certificate recognition that they have in Nebraska. Certainly no rule can be laid down from the practices in other states; as much argument can be found for one plan as for the other in the consideration of the topic from this point of view.

As I have said before a radical application of the accrediting plan the past summer has evoked much hostile criticism, even enough to involve the system in general, and no matter how much merit there was in the emergency character of what was done, a revolt, it is only natural to suppose, should set in to the other extreme. We are now face to face with the arguments.

It has been my privilege to be identified with union normal institute and junior normal summer school instruction in southwest Nebraska for the past five years, and some of my opinions are based upon the opportunity thus afforded for observation and study of the conditions leading up to the crediting plan.

The past summer, a young woman, whose name it is not important to mention, enrolled at the McCook Junior Normal school for the fourth consecutive time, and under the law, upon an attendance of thirty-two weeks, would have been entitled to an elementary state certificate. She did unsatisfactory work in United States history and arithmetic, at this session, however, and by a vote of the faculty, her work was adjudged to be so lacking in merit that she was not recommended for the honor she sought. In seeking why she was rejected it was brought out in an admission by herself that she knew she had been doing poor work in her studies, and that really the only reason she enrolled this year was to put in the necessary amount of time and receive the certificate offered.

Two county superintendents in our faculty noted that teachers of the same average ability had summer school grades certified up to them as state grades that varied, it was clear, not from the ability displayed, but from the different standards employed by those who made up the grades. For example: A Hitchcock county teacher attended the McCook Junior Normal school six weeks and received credits in three of the five essentials averaging seventy-five per cent. Another teacher

of the same general skill in school room work, both being well known to the superintendent, who attended, let us assume at Peru, or Kearney, or elsewhere, received credit in three of the five essentials averaging ninety per cent. The thing complained of was not any fault in the quality of work, the skill or consecration of the instructors,—none was in the least lacking in fidelity to his duty,—but rather in the difference of standards established in one school as against the other.

Uniformity, so far as this illustration serves to throw any light on the matter, it must be apparent, is necessary and desirable. It is also the testimony of professors in Universities and colleges that their standards vary greatly in the several departments, and that the same grade in one place may have quite a different meaning in another.

In one of the earlier years of the junior normal school work I recall a grade given in physics on a first grade county certificate as a credit for eight weeks' work in that subject in the summer school. The least informed person knows that eight weeks' preparation is altogether insufficient for a test however slight in the study of physical science.

I can see how it might be possible to arrange the courses in our regular state and private normal colleges so that the amount of work done in one study in one school could be wholly out of proportion in amount and exhaustiveness to that done in the same study in another school. I have heard it alleged that six points credit are allowed in one state college for work that entitles the student of the same subject in another to but a single hour's credit. Here again is such evidence of discrepancy and lack of uniformity as will naturally lead an investigator to wonder how far the credit plan is efficient and adequate. The same grade of certificates earned in one place in one manner should represent the same amount of achievement as that required to earn the same thing in another place.

Again, most school principals will find it easy to conceive of a pupil "carried along" in the grades, whether because of dullness or of advanced age, on the danger line of failure, and on through the high school until he has been graduated, perhaps to get rid of him. By a little further stretch of a lively imagination such a one can be conceived as entered in the state normal school or the University, and by reason of the inexorable conditions of time alone, be graduated and regularly certified to teach school in Nebraska for the term of the remainder of his natural life. Notwithstanding his passage through the common and high schools and his graduation from a higher institution of learning, he could be, conceivably, poor in his attainments, and perhaps unfitted for the office of teacher.

The promise held out to rural school teachers and prospective rural school teachers that by attending an approved summer school six weeks, they would be credited, for satisfactory work, in three of the five essentials, or by attending eight weeks they would be credited in all five of the essentials, has been misleading in its effect, for the

expectancy on the part of all was, as was conclusively shown by their attitude, that they would be credited for their work in full inasmuch as they had been in residence the requisite length of time.

During the past winter we indulged in much discussion of a plan to permit such high schools as were properly equipped to give normal training, and a committee made an elaborate report whereby such a course could be followed by those who desired. Why, if junior normal schools may grant elementary state certificates to their graduates, and state normals, under the oldest certification law we have grant elementary state certificates to graduates of their elementary courses,—why should not these fifty accredited high schools with normal courses also grant certificates to teach without further examination?

But, on the other hand, the present high rank that our state takes in the educational world, the standing of our University, of the other colleges of Nebraska, the position and influence of our normal schools, both public and private, a single illustration in point brought out in the daily press dispatches being that the senior class of nearly two hundred at Peru is the largest senior class in any normal school in the United States,—all of this has been the result of a system of accreditment. Chancellor Canfield was the pioneer who brought the secondary schools of Nebraska into relationship with the University by crediting their work, and he laid the foundations for a large enrollment, increased from a few hundred in 1890 to an expectancy of more than 3,000 in 1906. President Crabtree, now of the Peru Normal, in Chancellor Canfield's administration the University inspector of high schools, did invaluable work along the same lines, with the result that we see his endeavors to attract numbers to the Peru Normal crowned with a phenomenal success. The tendency of accreditment, by making the difficulties of entrance easy, is to force young people into the higher schools of learning. If it is better to have loved and lost than never to have loved at all, I suppose it could also be argued that it is better that they should have had some smattering of a college training rather than that they go through life blissfully ignorant that such a thing as a college existed.

But, I can see disadvantages as well as dangers in the pursuit of numbers alone. As a people we are apt to go spasmodically to one extreme and then another. "The pendulum swings." To illustrate: We now have too much of that mercantile spirit of which Secretary Taft in his address to the students before the University of Havana, last week, said the Cubans had not enough; and in seeking numbers only, and so spreading broadly but superficially a culture to whomsoever we can reach, we are apt to see success. "When everything is smooth, when the winds blow the right way, when you seem on the right road, then is the most dangerous time. It is when humbled by the lesson taught by disappointment that you win success," were the Secretary's closing words.

Again, if the University or the normal schools were forced absolutely to text examinations it would be necessary for them to change their methods of instruction. Now they make extensive use of the li-

braries, enriching their courses, as they also make large and splendid use of good laboratories. They devote a great deal of time to observation in a model school under the personal supervision of skilled critic teachers. These are features which make the work of a school stand out, and yet which do not work straight toward the easy solution of specific text book questions.

A breadth of scholarship is gained which would not be the result if the aim were merely to acquire a body of facts with which to stand a stated test.

Over and over again in the consideration of this subject I have been wondering what is, after all, the real object for which a school, in the sense that all our public and private state schools are regarded, should exist, and I cannot escape the conclusion that it is to promote growth. These schools exist to broaden and deepen intellect and to develop character, and essentially to fit their students for the responsibility of citizenship.

One of the duties of the principal of a junior normal school is to make a report to the state superintendent of the progress of the work in his charge and also to submit such recommendations as he may wish. It may be a matter of interest in this connection if I repeat here one of the paragraphs from my last annual report written long before I had knowledge of this paper or my connection with it: "The object of a school is to afford opportunity to make preparation for a definite work. It does not seem to me to be a place to earn credits merely. I would favor doing away with the credit granting power of the junior normal schools, and making them solely institutions for study, the more perfectly to fit their students to stand the various examinations for teachers' certificates that the state requires."

At least the inference seems fair that we have been doing too much advertisement of what special favor would result from attendance at this institution or that; we have placed too much stress upon the circumstance that by merely attending till we graduated we would receive some sort of a reward of merit; we have too prominently set that forward as the great object of the school, and too little dwelt upon the good that the individual could accomplish for himself by reason of his availing himself of the opportunity the school afforded. The result has been to lower and depreciate the standing of the school in the eyes of those who find a higher consideration than that for its existence.

As I have talked with incoming students, who, by attending six weeks or eight, might hope to gain credit in three or five of the essentials, and listen to their complaints regarding the exacting character of this requirement, I have wondered why they did not take the examinations, a matter of only a few hours work, and be done with it. If they knew their subjects, feeling as they did, they were thus wasting their time; and if they didn't know their subjects they were hoping to get something for nothing, for in six weeks' time only a cursory review of four common school branches can be ac-

complished. I confess at such times to the feeling that I was in the guise of a promoter, at least that one who has been described as a man who wants to sell nothing for something to someone who wants to buy something for nothing.

A further conclusion would be that the ordinary conventional examination is not in itself a competent or final test, though it may be made to serve as a fair index to the candidate's capacity. In all our schools we give credit for class work, often in the ratio of one to three, yet we demand that one-third proportion of examinations. We must arrange some credit for approved normal and collegiate attendance; I also think we must arrange some method of testing in other directions by means of examinations. To illustrate again: In the current number of the University Journal, Chancellor Andrews tells of a very famous school man of our own time, an organizer and originator, who could never pass his required college mathematics and on account of this lack had to graduate by special grace. Mere skill in handling a set of questions, or the lack of it, is no sufficient criterion of one's capacity to perform. We must keep on growing. If a striving for facts to pass an examination will tend to prevent growth, then less of the examination method must be demanded; and if the securing of a life certificate whether by one method or another is going to result in professional apathy, then that certificate must be kept in the control of the issuing authority.

I want to enunciate a firm belief in the worth and value of broad scholarship and liberal training for the teacher's work. Recognizing the advantages that accrue to those thus fortunately blessed it is only fair to make suitable credit upon their licenses to teach. But on the other hand I can see no reason why it should be made easy to become a teacher. Any need for a greater number of teachers in the present hour is not a reason. Better that the schools be closed than in the control of some of these applicants who are denied permits to teach by the stringency of the new certification law. The more difficult it is to undertake teaching, the scarcer teachers will become, and so the more rapidly will salaries advance. But how far can we push the level of teachers' wages? This question is one for the law maker. If in districts the full levy of twenty-five mills permitted by law to be levied will not raise funds with which to hire an instructor at prevailing prices, are not the patrons of the schools rather face to face with the problem of what kind of a school they want to maintain; one within present means, or a school now beyond their means, yet attainable, that is adequate and up to the present day standards? If twenty-five mills on the dollar of assessed valuation will not provide such a school, why not amend the law to permit of a levy that will?

We ought not make it easy to enter the profession of teaching, because, to make it easy to enter it, makes it likewise easy to leave it. Teaching should have that same air of permanence that the other professions have, that nearly all occupations have, while actually it is a transitory pursuit and its members are migratory in an

extreme. Chancellor Andrew's greeting to the high school teachers of Nebraska voices the same sentiment. In the October University Journal he says: "We ought to work with a view of remaining long where we are, not thinking of removal save as a far contingency. Running bases is the curse of teacherdom." And permanence is what the school needs more than the teachers.

In all times some special preparation has been felt necessary for those who were to become the teachers of the young; and yet, it is only during the last century that any special effort has been made in that direction. In the middle of the eighteenth century the German government took up in earnest the matter of the special preparation of teachers. The movement grew, was modified and spread throughout all the schools of the empire, until "The result is the best equipped and most exclusive body of teachers in the world." I have quoted this extract of Compayre's History of Education, page 519, from Dr. G. W. A. Luckey's book on the "Professional Training of Teachers." The first general school regulations for Prussia (1763) drawn up by Hecker and issued by royal authority, required that teachers pass an examination prior to appointment to the normal school. The present condition is that being seventeen years of age, and having had eleven years of schooling, he must present a physician's certificate of sound health, a certificate from the pastor showing that his character is blameless, and certificates from at least two of his former teachers showing previous industry and moral habits, and indicating that he has sufficient ability for the teacher's profession. Furnished with these credentials the candidate is admitted to the entrance examination, and if successful his name is placed on the eligible list of applicants from the highest of which are selected those to fill the first vacancies occurring in the normal school of his district.

We would not gain such numbers at our present day normal schools by the employment of such methods, but I am not sure but the principle involved is sound altogether. It would be a step towards gaining a permanent body of public school teachers.

In our own American life we have warrant for such a procedure. There is no dearth of applicants for cadetships at the West Point Military Academy or the naval academy at Annapolis, and in the way that the German school masters must do, these lads submit to a most rigid mental and physical examination for entrance, but upon the completion of the course of instruction, become, without further ado, officers in Uncle Sam's military establishment. We make the army and the navy permanent professions. Why should we not also make teaching such?

It seems clear to me that high schools should not be invested with the right to issue elementary state certificates; no more should the junior normal schools. Normal and University people should be examined somewhere more closely than they now are, either before entering, if they plan to become teachers, or after, as to efficiency in the common branches; and then the broad scholarly training that is the re-

sult of four years' work should be properly recognized. Because of the wide and liberal use of libraries and laboratories and because of the advantage of model school training and observation, the plan of examinations could be so altered, if it came after the course of instruction, as to include tests along these separate lines or a pedagogical thesis, and so work no injustice to those who have approached the examinations with less exact preparation.

How many of us got in on the credit plan? How many of us would like now to bump up against the examining board? I used to favor the credit plan a great deal more than I do now, but as Prince Bismark said, "consistency is the clog of men who never advance," and I have modified my views.

It is like the civil service: Those who are already in it like it all right; it is those who are on the outside, or who want to get their friends in who don't like it.

We are not prepared to go bodily to the examination plan; few of us could be so extreme, and all are able to detect grave dangers in pushing the credit plan to its ultimate conclusion.

Some changes seem quite necessary in our scheme of certification. It is too easy to be "carried along" through the grades, the high school, the normal school or University, with no further test than these schools themselves impose. It should be increasingly more difficult to assume the office of teacher, there should be far more uniformity in examining and accrediting both; there should be a tendency less marked to issue a blanket certificate for all grades of work, and instead certify teachers as qualified for primary grade work, intermediate grade work, grammar grade work, high school work, etc., requiring fewer subjects than our present law compels, and more stringent and careful tests in those for which an examination is demanded, account being also taken of the pedagogical and other scholastic preparation and experience of the applicant. Most officers can determine orally the fitness of a candidate to handle a certain work; we resort to the examination plan when the candidates are too numerous for personal investigation.

Let me here read a letter pertaining to the point at issue, written by Prof. W. R. Hart, and dated Feb. 6, 1906. It was addressed to Supt. McBrien:

"I was delighted beyond measure to read in yesterday's State Journal what you say in behalf of the five essentials crusade. It is a good thing and deserves pushing along. My stammering tongue has stood for reform in this direction for twenty years. If all other studies below the ninth grade were dropped from the school course we would have far better scholars, better thinkers, and better informed men and women. Furthermore, if all other studies were dropped from the second grade certificate and if the basis of the second grade certificate were changed from its present basis to a basis of ninety-five per cent average in the five essentials it would add to good scholarship, clear thinking and better teaching. There is nothing so confusing to the mind as dispersion of effort. Thoroughness in

teaching is incomprehensible to one who has not been thorough in learning. Thoroughness in learning is unattainable by those on whom we must depend for teaching under present conditions."

It is apparent that we have too many certificating powers in Nebraska, and the chief gain to any change in present conditions will come quite largely through efforts to systematize in this direction. One standard, one plan, one board of examiners, with authority to investigate institutions and courses of study, conduct written or oral tests from time to time, can more effectively accomplish the desired reforms than is the case with the plan at present in vogue.

I desire to acknowledge much indebtedness to Dr. G. W. A. Luckey for help in the preparation of this paper and to quote verbatim the following paragraph from his scholarly book on the "Professional Training of Teachers."

"The certificating or licensing of teachers for any and all grades should be removed from the hands of separate institutions and local authorities, and should be placed in the hands of a non-partisan state board of education. The members of this board should be chosen on account of their interest and scholarly fitness for the duties which devolve upon them. All certificating of teachers should be in the hands of this central board. There should be no blanket certificates issued. On the contrary, every certificate should be made to cover only such subjects or parts of the field of education as the candidate is especially fitted to teach. This would give meaning and value to teachers' certificates, that would go a long way toward securing their universal recognition.

"All institutions of the state properly fitted to prepare teachers for the elementary or secondary schools should be subject in that part of their work to the inspection and direction of the state board of education. The recommendations for teachers' certificates for the specially qualified graduates of these schools might come from the proper authorities of the institutions concerned, but the granting power as well as the certificate itself should remain in the hands of the state board."

At the 1902 meeting of the National Educational Association the following statements were adopted as a part of that organization's "Declaration of Principles."

"We heartily commend every step which may be taken for increasing the necessary qualifications of teachers, and hope soon to see as definite a standard for the training of teachers as is now fixed by the best schools in the country for the training of physicians or lawyers. We believe that the fixing of such a standard and a strict adherence to it would elevate the work of the teacher to that of a profession. We further commend any movement that may be inaugurated for securing uniformity of requirements in the training and the licensing of teachers in the various states and territories, and which would bring about a just recognition by these states and territories of the diplomas or certificates granted under this system. The crossing of the boundary line of any state should no longer be as-

sumed to nullify the qualifications of the skilled teacher and the expert supervisor, or the scholastic fitness of men and women whose energies are devoted to the cause of education."

The intricacies of the certification question are not easily untangled or even stated; propositions are involved that are to be deeply thought over, affecting as they do, the whole structure of our present law. Would it not be the part of wisdom still further to consider its various bearings and report the findings at the approaching meeting of the Nebraska State Teachers' Association?

THE QUESTION OF GENERAL PENSIONS FOR TEACHERS.

Address by E. Benj. Andrews, Chancellor University of Nebraska, before Superintendents and Principals' Association, Lincoln, October, 1906.

A general service pension system for teachers is not desirable. This does not mean that teachers' pay ought not to be increased. Quite the reverse. Such increase is most desirable—nowhere else more so than in Nebraska. The securing of it is the most important matter now before Nebraska teacherdom. Teachers will work for this in every honorable way. All good citizens are or should be committed to the cause. If we argue against general service pensions it is from a conviction that such a system would not in the long run increase but decrease teachers' reward for their invaluable services. The stand also involves no criticism of the Carnegie pension plan. That is not a general service plan and probably never will be. Unless fifty million dollars are added to the foundation, Carnegie pensions must be confined to teachers of special eminence and length of service, conditions forbidding professors in general to expect the aid. Such rewards coming to men late in life, as surprise, when they have not calculated upon them, may do a great deal of good. All rejoice in the fortune of the late Commissioner of Education, William T. Harris, who is to receive $3,000 a year as long as he lives. It is a special service and not a general service arrangement.

What has been said shows, further, that we do not criticise military pensions as bestowed in the United States and other countries. Military pensions are for special causes, doing or suffering, signal misfortunes, as wounds, disability, and death, incurred in serving one's country in arms. If a general service pension law is favored it is because the war occurred so long ago that only such a law can by any possibility cover all the deserving cases. The principle of military pensions always is that they should fall only upon men who wrought or suffered for their country in some unusual manner.

One can therefore consistently urge higher remuneration for teachers, and at the same time rejoice in the Carnegie benefactions and in the military pension customs of civilized countries, yet hope that no general service pensions for teachers will ever be provided; no system, that is, by which any employe working a given length of time without particular merit can expect to have at last so much or so much in addition to his yearly stipends.

To such a dispensation there are, so far as concerns teachers, two special objections, each weighty.

Contrary to what seems to be the common expectation, it would prevent instead of promote the payment of just and liberal salaries. Boards of education in fixing the remuneration of their force from year to year would not only consider the pension futurity but

inevitably exaggerate it. When a proposal for an advance is to be voted upon it will be fought on the ground that the teachers are to be pensioned by and by. "Oh," the watchdogs of the treasury will cry, "go slow; we must economize. The teachers are doing very well, and, besides, they will get pensions." This indefinite good in store for all will loom so large in the minds of most boards as to prevent justice for the given year or period.

The other very serious scruple against the general pensioning of teachers is that it will repress instead of promote proficiency and thrift in the teachers themselves. The thought of a sum of money by and by to be received practically irrespective of your economy or merit meantime will on every occasion help you to be indolent or unfaithful, also, whenever any expenditure is proposed, make you freer than you ought to be to incur such. No influence is more insidious than this in prompting foolish outlay or in discouraging economy and consecration.

Neither teachers nor the general public can be benefited by procedure which represses individual thrift or renders less stern the necessity of getting all one honestly can and of saving all one gets that is not demanded in decent, simple living. Teachers are not unlike people in general. The rule of competition is hard, but we ought to seek no exception from it for ourselves. We do well to accustom ourselves to the constant pressure of the feeling that our weal as we advance in life and that of such as we are called to provide for must absolutely depend upon our industry and economy day by day, month by month, year in and year out.

SALARIES AND TENURE OF PUBLIC SCHOOL TEACHERS IN THE UNITED STATES.

Address by State Superintendent J. L. McBrien before the Superintendents' and Principals' Association at Lincoln, October, 1906.

The most important plank in the platform of the public school teachers of America, so far as the teachers themselves are concerned, deals with salaries and tenure. This plank was adopted by the National Educational Association at its Boston meeting in 1903, and reads thus:

"Teaching in the public schools will not be a suitably attractive and permanent career, nor will it command as much of the ability of the country as it should, until the teachers are properly compensated and are assured of an undisturbed tenure during efficiency and good behavior. A large part of the teacher's reward must always be the pleasure in the character and quality of the work done; but the money compensation of the teacher should be sufficient to maintain an appropriate standard of living. Legislative measures to give support to these principles deserve the approval of the press and the people."

This is the paramount issue from the standpoint of teachers. It is an extremely moderate statement which expresses clearly their just and reasonable demands "a compensation sufficient to maintain an appropriate standard of living with an assurance of an undisturbed tenure during efficiency and good behavior." The teachers of America demand a square deal in this matter—nothing less, nothing more.

In order that we may reason from a correct premise and thereby reach a logical conclusion in our study of this question as it concerns Nebraska, let us take a survey of the salaries paid teachers and their tenure of office in the nation at large. We shall study the cities first. One of the most striking developments of recent years in the city schools is the exacting requirements in the qualifications of teachers. These requirements are becoming more and more severe. The idea that any high school graduate can teach school in a city has quite generally been succeeded by the conviction that no person, however well educated generally, can properly teach without special preparation for that duty. The higher standards which are being insisted upon for city teachers must lead logically to better salaries.

It is an interesting study to note the actual salaries paid in cities and towns throughout the country. Time will permit us to name only a few of them on this occasion. We shall review briefly the three largest cities in the country, three in the class with Omaha, three in the class with Lincoln, and a few in the class with Beatrice, Columbus,

Fremont, Grand Island, Hastings, Kearney, Nebraska City, Norfolk, North Platte and York.

We have but three cities with a population of 1,000,000 or over. New York City in 1903 had a population of 3,716,139, with 12,310 teachers, and an attendance of 418,304 pupils. Chicago in 1903 had a population of 1,873,880, with 6,465 teachers, and an attendance of 212,061 pupils. Philadelphia in 1903 had a population of 1,367,716, with 4,006 teachers, and an attendance of 142,725 pupils. New York City stands at the head of all cities in the United States in the salaries paid her teachers. The salary of the city superintendent is $10,000 per year—Chicago also pays its superintendent $10,000 per year. But New York has a much larger number of assistant superintendents—eight, each at a salary of $5,500 per year; and twenty-six district superintendents, each at a salary of $5,000 per year; and sixteen high school principals at an average salary of $4,351 per year. Chicago has but six district superintendents at $4,000 each, and fifteen high school principals at an average salary of $2,960. In Philadelphia the superintendent receives $6,000 per year, and has six assistant superintendents at $3,000 each, and six high school principals at an average salary of $3,583. The average salary of high school teachers in New York is $1,749; in Chicago, $1,446, and in Philadelphia $1,479. The average salary of teachers in elementary schools in New York is $996, in Chicago $823, in Philadelphia $717.

Cities with a population of 100,000 to 200,000 include Omaha. The salary paid the city superintendent in this class of cities ranges from $5,000 in Indianapolis, with a population in 1903 of about 200,000, to *$4,500 in Omaha with a population of about 120,000, to Kansas City, Mo., with a population of about 175,000 (a city more nearly in Omaha's class than any other city we could name, all things considered), paying $4,000 to the city superintendent, and $2,400 to each of seven assistant superintendents, to a salary of $2,400 paid the one superintendent in Memphis with a population of about 115,000. The average salary paid the two high school principals in Indianapolis is $2,550. The salary paid the one high school principal in Omaha is *$3,000. The average salary paid the four high school principals in Kansas City is $2,438. The high school principal in Memphis receives $1,500. The average salary paid high school teachers in Indianapolis is $1,027, in Omaha *$908, in Kansas City $970, in Memphis $817. The average salary of teachers in elementary schools in Indianapolis is $582, in Omaha *$592, in Kansas City $592, in Memphis $534.

Take cities with a population of 50,000 to 100,000 and we have Lincoln in the list. The average yearly salary of superintendents for thirty-one cities of this group is $2,990, ranging from $4,000 in Seattle, Wash., and Springfield, Mass., to *$2,700 in Lincoln, Nebraska, *$3,600 in Des Moines, Iowa, *$2,500 in Topeka, Kan., and $2,050 in

* The salaries marked with a star are salaries paid this year, (1906). The others are taken from N. E. A. Com. Rep. 1905.

Norfolk, Va. The salary of the one high school principal in Seattle is $1,850, the average salary for the two high school principals in Springfield, Mass., is $2,850, the salary of the one principal in Lincoln *$2,000, of the two high school principals in Des Moines*$2,100, and of the one high school principal in Topeka *$1,800. The average salary paid high school teachers in Seattle is $1,027, in Springfield, Mass., $1,084, in Lincoln *$731, in Des Moines *$990, Topeka *$820, Norfolk, Va., $883. The average salary of principals in elementary or ward schools in Seattle is $1,348, in Springfield $1,204, in Lincoln*$731, in Des Moines, *$840, in Topeka *$870, in Norfolk, Va., $1,133. The average yearly salary of teachers in elementary schools in Seattle is $755, in Springfield $596, in Lincoln *$603, in Des Moines *$585, in Topeka *$502, in Norfolk, Va., $477.

The population of South Omaha, Nebraska, and Sioux City, Iowa, is almost identical, about 31,500. Sioux City pays her city superintendent $2,400, South Omaha *$2,200. Sioux City pays her high school principal $1,800, South Omaha *$1,500. Sioux City pays high school teachers an average of $663, South Omaha *$864. Sioux City pays ward principals an average of $816, and teachers in elementary schools an average of $450. South Omaha pays ward principals an average of *$767, and teachers in elementary schools *$558.

Let us consider cities with a population of 8,000 to 10,000, The cities in this group number 87, Hot Springs, Ark., wih a population of 10,000, being the largest, and Cripple Creek, Colo., with a population of 7,000, the smallest. The average yearly salary of the city superintendents of the eighty-five cities in this group reporting is $1,770, ranging from $3,000 in Bloomfield and Long Branch, N. J., to $750 in Annapolis, Md. The salaries of high school principals in this group range from $2,400 in Arlington, Mass., to $600 in Newburn, N. C. The salaries of high school teachers in this group range from $1,080 in Cripple Creek to $300 in Annapolis. The salaries of principals of elementary or ward schools range from $1,250 in Willimantic, Conn., to $320 in Newbern, N. C. The salaries paid teachers in elementary schools in this group range from $736 in Cripple Creek to $277 in Newbern. In this group of cities we have five Nebraska towns, Beatrice, Fremont, Grand Island, Hastings and Nebraska City, although none of them were among the 85 reporting. In this group let us take five cities which are similar to the five Nebraska cities in size and conditions, such as, Carthage, Mo., Champaign, Ill., Fort Scott, Kan., Huntington, Ind., and Oscaloosa, Iowa. The following table will show the relative salaries paid superintendents, high school principals, high school teachers, principals of ward schools, and teachers in ward or elementary schools.

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* 1906 figures.

CITIES WITH POPULATION FROM 8,000 TO 10,000.

	Superintendent	HIGH SCHOOLS		ELEMENTARY SCHOOLS	
		Principal	Teachers	Principal	Teachers
1905					
Carthage, Mo.	$2000	$1200	$ 645	$ 640	$ 396
Champaign, Ill.	1900	1350	720	513	450
Fort Scott, Kan.	1500	1250	531	535	400
Huntington, Ind	2000	1200	797	700	538
Oscaloosa, Ia.	1700	1000	585	630	418
Average	$1820	$1200	$ 656	$ 604	$ 440
1906					
Beatrice, Neb.	1800	1125	684	573	441
Fremont, Neb	1600	900	570	625	450
Grand Island, Neb.	1800	1100	621	517	562
Hastings, Neb.	1800	1000	630	585	468
Nebraska City, Neb.	1600	1125	675	675	427
Average.	$1720	$1050	$ 636	$ 595	$ 470

The average salaries paid teachers in the various positions in the Nebraska cities compare favorably with the salaries paid to teachers in like positions in the cities taken from surrounding states.

For the purposes of comparison take the cities in Nebraska of Columbus, Kearney, Norfolk, North Platte and York, and from the surrounding states of Iowa City, Ia., Monmouth, Ill., Ottawa, Kan., St. Charles, Mo., and Yankton, S. D. They are in a class of cities with a population from 3,000 to 8,000.

REPORT OF N. E. A. COMMITTEE, 1905.

CITIES WITH POPULATION FROM 3,000 TO 8,000

	Superintendent	HIGH SCHOOLS		ELEMENTARY SCHOOLS	
		Principal	Teachers	Principal	Teachers
Iowa City, Iowa	$1500	$ 1000	$ 628	$ 608	$ 443
Monmouth, Ill.	2000	1000	577	608	417
Ottawa, Kan.	1250	680	.....	*500	*400
St. Charles, Mo.	1250	700	600	.....	507
Yankton, S. D	1500	900	*600	461	*450
Average	$1500	$ 856	$ 600	$ 544	$ 443
Columbus, Neb.	1300	800	607	517	†446
Kearney, Neb.	1500	990	562	495	†432
Norfolk, Neb.	1500	720	618	450	†405
North Platte, Neb.	1200	1600	585	495	†486
York	1300	675	510	450	‡391
Average	$1360–140	$ 837–19	$ 576–24	$ 481–63	$ 441–2

*About. †Includes H. S. teachers. ‡Not include H. S. teachers.

From the above it will be seen that the salaries paid in the cities of this class in Nebraska are lower than those paid in cities of like size in states in the North Central division.

STATISTICS FROM 1906 REPORTS.

	Superintendent	HIGH SCHOOLS		ELEMENTARY SCHOOLS	
		Principal	Teachers	Principal	Teachers
Columbus	$ 1400	$ 900	$ 585	$ 540	$ †481
Kearney	1500	810	585	521	†441
Norfolk	1650	765	600	435	†447
North Platte	1400	1000	585	495	†495
York	1500	900	531	427	†432
Average	$ 1490	$ 875	$ 577	$ 484	$ †459

†Includes H. S. teachers.

N. E. A. SUMMARY.

The N. E. A. committee summarizes the salary schedule in cities as follows:

"The tendency of recent years has been to make the requirements for teachers in the city schools more and more severe. The candidate without experience, unless a graduate of the city normal or training school, stands small chance of securing a city position. At the same time the salaries offered are low, but to offset this, in a measure, provision is made in many cities for a regular increase with each year (or perhaps two or three) of service for a definite period, the increase with satisfactory service being practically guaranteed. The rules for determining the salaries of teachers and the increases from year to year are usually made a part of the school regulations and called the schedule of salaries. Some form of a fixed schedule of salaries is now in use in most of the large cities and in many of the smaller ones. In many cases, however, it applies to teachers in elementary schools only. These schedules follow a variety of plans. New York City has probably the most elaborate one, applying to both principals and teachers in elementary schools, teachers in high schools, and to all supervisors and special teachers.

"In a schedule of the simplest form, all the elementary teachers begin at the same rate, and a fixed yearly increase is given for each year of experience. An allowance for previous experience elsewhere is generally made. A maximum which may be paid is fixed, to be reached, perhaps, in four or six years. Thus, in Muscatine, Iowa, the minimum, at which grade teachers begin, is $300 per year; a yearly increase of $50 is given, the maximum, $500, being reached in four years.

"In Freeport, Ill., for example, a somewhat more elaborate schedule is in effect for grade teachers. Thus, in all grades beginners

receive $350 a year. In grade 2 the yearly increases are $25, continuing for two years to reach the maximum of $400. In grades 3 to 5 the increases continue for four years to a maximum of $450, while in grades 1, 6 and 7 two more yearly advances bring the maximum to $500, and in grade 8 two further yearly advances carry the salary to $550. This distinction between grades seems to be rather common, teachers in grades 1 and 8, the lowest and highest grades, usually being paid higher salaries than those in the intermediate grades. On the other hand the superintendent in a Wisconsin city stated, in giving the schedule in use in his city:

"'We have done away with rating according to grade taught and we find it far more satisfactory to the teachers. There is less desire on the part of the teachers to push into primary and upper grades, where salaries are usually (and have been here) larger. The poorest work is done in the intermediate grades, I believe, and this in part accounts for it. Making no difference in salaries as to grade is going to keep good teachers in the intermediate grades.'"

SALARIES IN RURAL SCHOOLS.

Let us now consider the salaries in the ungraded rural schools. Our information has been gathered from the state superintendents of the country on data from twenty-four ungraded schools in each state, eight to represent the lowest, eight the medium, and eight the highest yearly salaries paid to teachers in the rural schools. We shall consider only the states of the central west in the immediate territory of Nebraska. This form of comparison will be entirely fair. We shall make a comparison of yearly salaries of teachers regardless of the weeks of work a teacher may do. It is not to be supposed that the teacher can accept the same yearly compensation regardless of whether the school year is twelve weeks or thirty-six weeks, but it must not be forgotten that the teacher is to secure a living for twelve months. If the sum paid for the work of teaching is not sufficient for a year's support, and especially if the vacation is long, the teacher must seek other means of gaining a livelihood. All experience teaches that such employment is sure to be at the expense of the schools.

In South Dakota the lowest yearly salary reported was $120 for both men and women teachers where the school term was only sixteen weeks. The highest yearly salary reported was $585 for men and $405 for women for a school year of thirty-six weeks. The salaries reported as medium range from $245 to $313 for a school year of from twenty-four to thirty-eight weeks, a monthly rate of $35 to $45.

In Iowa the lowest yearly salary reported was $132 paid to a woman teacher for a term of twenty-four weeks. The highest yearly salary reported was $360 paid a woman for a school year of thirty-six weeks. The salaries reported as medium ranged from $215 to $235 for thirty-two weeks of school, a monthly rate of $27 to $29.

In Missouri the lowest yearly salary reported was $100 paid a woman teacher for a school year of twenty weeks. The highest

North Platte High School.

TILDEN PUBLIC SCHOOL.

yearly salary reported was $450 for forty weeks of school. The salaries reported as medium range from $263 to $400 for twenty-eight to thirty-two weeks or a rate of $38 to $50 a month.

Reports were received from Kansas giving the salary paid teachers in twenty typical rural schools. These schools were located in three counties in different parts of the state. The lowest yearly salary reported was $150 paid a woman teacher for a school year of twenty weeks in Trego county. The highest yearly salary reported was $440 to a woman teacher for thirty-two weeks of school in Leavenworth county. The salaries reported as medium ranged from $245 to $320 according to locality for a school year varying from twenty-eight to thirty-two weeks, or a monthly rate of $35 to $45.

The report of the N. E. A. committee on Salaries of Public school teachers in the United States, made July, 1905, and from which we have taken the foregoing figures on salaries paid rural school teachers, gives the lowest yearly salary reported for Nebraska as $75 paid a woman teacher for a school year of twelve weeks in Frontier county. The highest yearly salary reported was $495 to a woman teacher ror thirty-six weeks in Washington county. The salaries reported as medium ranged from $270 to $360 for a school year varying from thirty-two to thirty-six weeks, a monthly rate of $30 to $40.

It will be seen from the statements we have made that Nebraska compares favorably with the states in its section in the salaries paid to rural teachers. It is safe to say that for the school year 1906-7 the average raise for rural teachers in Nebraska is at least $5 a month. In many instances the increase in salary is at least $10 per month over the salary for the past school year. Thanks to the new certification law for this increase. But we maintain that salaries for rural teachers in Nebraska are not yet commensurate with the qualifications demanded and the services rendered.

The salaries of rural teachers is a serious question for the entire country and, according to Dr. Harris, "pretty much all the interest in statistics of salaries in the United States relates not to the salaries of teachers in rural schools but to those paid in village or city schools which are sufficient to support a professional teacher. Teachers of rural schools for three or four months in the year are not an important element in the discussion of salaries. Teaching as a makeshift occupation can never be of sufficient importance to cause young men and women to spend years at training schools in preparation for that work. Only places with annual salaries and with eight to ten months of teaching will warrant the establishment of normal schools and the requisite time and preparation necessary to secure the special qualifications of the professional teacher."

But we cannot ignore the question of short terms in the rural districts so far as Nebraska is concerned. We have in this state at least 300 rural school districts where the annual term is less than three months or none. There are 600 school districts where the annual term of school is three to six months. In 3,900 school districts the term is six to nine months. In 1,800 districts the annual term

is nine months or more. We have 1,000 districts where the term of school is a little short of four months. In addition to this it is safe to say that we have 2,500 districts in Nebraska where the average length of term does not exceed six months. While one teacher may serve three school districts in which the length of term is three months during the year and thereby teach nine months, and while this may be done in hundreds of cases, the fact remains that we have at least 2,500 school districts where a teacher cannot secure more than six months' employment. Length of term as well as salary and tenure must be considered in a proper solution of the salary question.

A SQUARE DEAL.

The custom pursued in many rural school districts where the annual term is nine months of hiring a cheap teacher for the fall term; a little better teacher for the winter term, and a cheap teacher for the spring term is nothing short of a nefarious policy. It is wickedness in the extreme and ought to be prohibited by law. We favor such an amendment to the law that it will be illegal for a school board in a rural or village school district to enter into a contract with a teacher for less than the full term of school held in that district for any one year. "Equality before the law," is the glorious motto of our state. Every child within the boundaries of our state is entitled to the same amount of free school privileges whether that child is in Sioux county, Cheyenne county, Dundy county, or in Douglas county, Lancaster or Gage. In school districts where the maximum tax is voted and there are not sufficient funds with which to provide free school privileges for nine months, I maintain that it is within the keeping of the doctrine of the square deal for the state to extend aid to such district. But state aid should be given only to those districts voting the limit of taxation and whose business has been conducted with strict economy. In order to protect the interests of the state as well as the interests of children of school age in such districts, the county superintendent and the county treasurer should first give their approval of the conduct of the business by the school officers of such districts before state aid shall be granted.

Minnesota extends state aid to her stronger school districts, that is, to those that can meet certain high requirements in course of study, length of term, building and equipment, and well qualified teachers. Would it not be more in keeping with the spirit of the times as well as the golden rule for Nebraska to extend aid to the weak school districts to such an extent as to provide nine months' free school privileges for every school district in the state?

Those of us who are so fortunately situated as to live in a district where our children have nine months of free school privileges should be willing to pay our part of a tax that will extend like privileges to the children of our neighbors who are not so fortunately situated. And those who are still more fortunate than some of us as to possess a considerable amount of taxable property should be

thankful to a kind Providence for this property on which a tax may be levied that would do so much for the thousands of unfortunate children in the western counties of this great commonwealth. It is the force of **might** and not the power of **right** which has maintained these inequalities so long.

A MINIMUM SALARY LAW.

A nine months' term of school in every district in Nebraska, wherein no teacher would receive less than $270 salary, would do much to promote the cause of popular education. Moreover, it would be public economy to pursue such a policy. Every dollar expended for a good school will save two dollars from expenses in maintaining prisons, jails and penitentiaries, and I believe Edward Everett was right when he declared that education is a better safeguard of liberty than a standing army, and that if we retrench the wages of the schoolmaster we must raise those of the recruiting sergeant.

Since the teachers have been required by statute in Nebraska to place certain qualifications upon the altar of the general welfare, simple justice demands that the public meet them at least half way and enact a minimum salary law. Indiana, Maryland, Pennsylvania, West Virginia have all adopted and put into operation such a law.

From a careful study of this question I am convinced that for grade and rural teachers a minimum salary schedule would not only raise the salaries and qualifications of all teachers, but that the public would be repaid many times over for the extra expense necessary.

We believe in a minimum salary of not less than $30 per month for the holder of a third grade county certificate as our certificates are now graded. A beginning teacher can receive only one third grade certificate under the present law, and for this certificate no normal training is required under the existing statute. We believe in a minimum salary of not less than $35 per month for the beginning teacher who, after September 1, 1907, must have at least eight weeks' normal training for a second grade county certificate. A teacher with on or more years' successful experience who holds a "with credit" or "with honor" second grade county certificate should receive not less than $40 per month for the first years' teaching in any district, not less than $42.50 per month for the second year, and not less than $45 per month for the third year in the same district. A teacher with two or more years' successful experience who holds a "with credit" or "with honor" first grade county certificate should receive not less than $42.50 per month for the first year's teaching in any district, not less than $45 per month for the second year, not less than $47.50 for the third year, and not less than $50 per month for the fourth year in the same district. Holders of merely passing second grade or merely passing first grade county certificates should receive a salary of not less than $35 per month. These salaries have reference only to rural schools and to the grades below the high school in village, town and city.

TEACHERS' CONTRACTS.

When we speak of better salaries we do so only in behalf of the well qualified, progressive, wide-awake, up-to-date, successful teacher. The incompetent, unprofessional, and unsuccessful teacher is the worst enemy we have to better salaries. The teacher who breaks her contract without first being released by a majority of the board is an enemy to better salaries. School officers, as a rule, are reasonable and if approached by the teacher in the proper spirit, will be glad to see her promoted to a better position if a good teacher can be found to take her place. A teacher who breaks her contract without first being released by a majority of the board should have her certificate revoked by the authority granting it, which revocation should make her ineligible to receive a certificate from any authority whatsoever in Nebraska. A contract between a teacher and a school board is a mutual obligation, equally binding upon both parties. Neither party can with impunity rescind such contract. A teacher who is discharged without cause by a school board can recover her salary in the courts, but the school board in most cases has absolutely no recourse against a teacher who wilfully breaks her contract. While the board might, by injunction, enforce the promise not to teach elsewhere during the time covered by the contract, they would find it almost impossible to force her to teach their school. We ask for better salaries, then, for the teacher who will keep her contract as well as teach a good school.

THE TEACHER'S WORKING DAY.

In the consideration of reasonable salaries for teachers, few people realize the length of the working day of the true teacher. So many persons count her work between nine and twelve and one and four. The hours of work required of a teacher vary with conditions. Supt. W. A. Mills of Crawfordsville, Indiana, makes an estimate for the schools of his city of the length of the teacher's day. "They are required to be in their respective class rooms in charge of pupils, in the primary grades five and one-fourth hours, the intermediate grades five and three-fourths hours, the grammar grades six hours, and high school six and one-fourth hours. Adding to the above the additional time required for planning lessons, reading and correcting exercises, and for professional calls, the total will bring the average teacher's working day up to ten hours." It is safe to assume that the same is true of every earnest teacher throughout the country, whether in town or rural school. In few vocations of life are the hours longer or the work harder than in the teaching profession.

I have not discussed in this paper the comparative earnings of teachers with those in other occupations for the reason that this subject is to be discussed at to-morrow morning's session by President A. O. Thomas of the Kearney State Normal.

RELATIVE COST OF LIVING.

So far in our discussion we have considered the annual salary paid teachers without due consideration of the purchasing power in different localities as well as the tenure or length of service of the teacher. The relative cost of living in country, village, city and metropolitan city must not be overlooked in the comparison of salaries. While the actual cost of living for the superintendent in Chicago may not be enough greater than in Omaha, as to warrant more than double the salary paid in Omaha, yet the demands (social, political, religious, charitable, educational), upon the Chicago superintendent come from so many more sources than upon the Omaha superintendent that it is not unreasonable to suppose the net earnings of the former will not double the net earnings of the latter. It likewise follows that if we compare the salaries of the superintendent of Omaha with that of the superintendent at York, we must take into consideration the same greater demands made on the former than on the latter. The same is true of the grade teacher in Omaha as compared with the grade teacher in York. The net earnings of the latter, at an average salary of $48 per month will, as a rule, equal the net earnings of the former at an average salary of $62 per month. The average salary of the rural teacher in York county this year is at least $40 per month. It is safe to say that the net earnings of the rural teacher for a nine months' term will equal the net earnings of the teacher in the York city schools at a salary of $48 per month. I maintain that the net earnings on salary is an important question. However, there are advantages in Chicago over Omaha, advantages in Omaha over York, and advantages in York over the country, that would make every one of us ambitious to leave the smaller field for the larger at the higher salary, though the net earnings may not always warrant it when measured in dollars and cents.

THE TEACHER'S TENURE.

The tenure of office, that is, the length of term of service of teachers, not only in their present locations, but also their teaching service regardless of where that service was performed, is an important factor in the consideration of the salaries of teachers. In the study of the total length of service regardless of where the service was performed of teachers in 333 cities and towns in the United States with a population of 8,000 or over, we find that nearly five per cent taught only one year, nearly six per cent only two years, a little over six per cent only three years, less than six per cent only five years, a little over 4.5 per cent had taught ten years, nearly three per cent had taught fifteen years, 2.25 per cent had taught twenty years, 1.7 per cent had taught twenty-five years, and only eighty-six hundreths per cent had taught thirty years. In order that a comparison of the total service of teachers in the various states in our section of the country may be possible, a summary is here given with the years of service grouped into five and ten year periods.

PER CENT OF MALE AND FEMALE TEACHERS WHOSE TOTAL TEACHING SERVICE (REGARDLESS OF WHERE PERFORMED) HAS BEEN EACH SPECIFIED NUMBER OF YEARS BY STATES.

North Central Division	Number of cities	Number of teachers	Per Cent of Total Number of Teachers Whose Total Teaching Service Has Been							Average years of service
			Less than 5 years	5 to 9 years	10 to 14 yrs	15 to 19 yrs	20 to 29 yrs	30 to 39 yrs	40 years or over	
Ohio	28	5482	21.1	26.0	18.5	12.8	15.2	5.3	1.1	12.6
Indiana	18	2249	24 8	27.9	19.5	11.8	12.6	3.0	.4	11.0
Illinois	19	1492	25.0	28 6	17 7	13 6	11.7	2.9	.5	10 8
Michigan	21	2902	28.6	28.5	19.3	11 2	9.7	2.6	.1	10.0
Wisconsin	17	2294	29.4	31.3	17.0	11.9	8.5	1.6	.3	9.4
Minnesota	5	1942	19.1	31 2	22.0	12.9	12.9	1.9	.0	11.1
Iowa	10	1123	25.0	32.3	19.7	12 0	8.5	2.5	.0	10.1
Missouri	7	2458	31.7	21.3	18.2	10.1	13.0	4.8	.9	11.1
Nebraska	2	320	27.2	32.8	21 2	11.6	6 6	.6	....	9.1
Kansas	6	632	26.3	29.4	21.5	12 3	9 3	1.1	.1	9.8
Total	133	20894	25.2	27.8	19.0	12.1	12.0	3.4	.5	11.0

It will be observed that Nebraska has the shortest average service of any state in this section regardless of where the service has been rendered.

If we consider the length of service in their present locations of teachers in 379 cities and towns in the United States with a population of 8,000 and over, we find that nearly 9.75 per cent have taught only one year, 8.13 per cent have taught only three years, 6.34 per cent only five years, 3.65 per cent ten years, 2.3 per cent fifteen years, 1.52 per cent twenty years, seventy-five hundreths per cent twenty-five years.

The length of service in their present locations of the teachers in our section of the country may be readily seen from the following summary, which gives service by five and ten year periods:

PER CENT OF MALE AND FEMALE TEACHERS WHO HAVE TAUGHT IN THEIR PRESENT LOCATIONS EACH SPECIFIED NUMBER OF YEARS, BY STATES.

North Central Division	Number of cities	Number of teachers	Per Cent of Total Number of Teachers Who Have Taught in Their Present Locations							Average years of service
			Less than 5 years	5 to 9 years	10 to 14 yrs	15 to 19 yrs	20 to 29 yrs	30 to 39 yrs	40 years or over	
Ohio	29	5913	33.3	26.4	16.4	10.6	10.0	3.0	.3	9.8
Indiana	20	2592	42.6	24.3	13.8	8.1	8.7	2.3	.2	8.4
Illinois	22	1691	41.2	26.5	14.6	8.8	6.9	1.8	.2	8.1
Michigan	21	2904	42.3	25 1	16.4	8.1	6.5	1.5	.1	8.0
Wisconsin	18	2339	45.5	26.9	14.5	7.0	5.1	.9	.1	7.2
Minnesota	5	1942	43.2	23.4	16.9	9.7	5.8	1.0	....	7.8
Iowa	11	1239	42.1	24.4	16.2	9.1	6.2	1.9	.1	8.2
Missouri	8	3178	35.2	23.3	16.8	9.2	11.0	3.8	.7	10.1
Nebraska	2	320	58.1	26.6	11.3	2.8	1.2	...	....	5.1
Kansas	7	685	48.2	24.1	14.4	8.7	4.1	.4	....	6.9
Total	143	22803	39.7	25.2	15.7	9.0	8.0	2.2	.2	8.7

It will be seen that Nebraska has the shortest length of service of teachers in their present positions of any state in its section of the country.

If we make a specific study of Nebraska we find that the tenure of service of teachers in their present positions is surprisingly short, especially that of principals in schools of three to seven teachers. In this group of schools there are for the school year 1906-7 in Nebraska 152 principals serving their first year. We have in mind several of these principals who have moved almost every year of their teaching service with very little increase in salary. When we consider the cost of moving for a man with a family, it is evident that the net earnings of such principal for each year must remain painfully near the zero mark. We have in mind an ambitious young principal who was receiving a salary of $900 per year. He spent at least $100 in railroad fare endeavoring to secure a $1,000 position. Considering railroad fare, breakage and wear and tear on furniture, freight rates, and expenditures for new furniture, his salary for the first year in the new position would have been reduced to $800, had he secured the position. We do not wish to be understood as arguing that any principal or teacher should be content to remain for a long term of years in a small school at a low salary, but we do wish in this discussion to emphasize the importance of every principal or teacher doing his work so well that he is retained from year to year at a reasonable increase in salary and thus attracts the attention of boards of education in search of first class educators.

The principal or teacher who is more anxious to do good work than to make quick moves for a small increase in salary will ultimately surpass the "journeyman" teacher in both salary and successful record. We are pleased to state that we have proof of this in a number of instances in Nebraska. According to reports received at the office of the state superintendent we have twenty-one superintendents or principals who are this year serving a term in their present positions of ten to fourteen years; fifteen for a term of fifteen to nineteen years, six a term of twenty to twenty-four years, one a term of twenty-five to twenty-nine years, and two a term of thirty to thirty-four years. Of this number twenty-seven are principals of ward schools or supervisors of special school work in Omaha, and seven are ward principals in Lincoln. Supt. R. J. Barr at the head of the list of the city superintendents in length of term of service in his present position is now serving his twenty-fifth year as superintendent of the Grand Island schools.

In order to promote a longer tenure for superintendents, principals and high school teachers and thereby promote the best interests of the schools, we urge upon school officers in high school districts, as soon as they find that they have a worthy teacher, to enter into a contract with him for three years, and to pay him a salary commensurate with his ability to do things and to do them right.

In a recent sermon Dr. Tuttle of the First Congregational Church in this city advised young men not to go into the ministry unless they felt they could not get out of it, unless they felt that they must, unless they felt that they could do that work better than anything else. He said that if more persons would stop seeking a "job" and would direct all their energies to the work or business for which they had a natural liking, there would be fewer misfits and failures. Just so would I advise young men and young women not to enter the profession of teaching unless they feel a natural liking for the profession. When that calling is decided upon, then dignify the work by the best efforts possible, and they will no longer be compelled to hunt for "jobs" but the "jobs" will be hunting the teacher.

THE FUTURE OF TEACHERS' SALARIES.

In the future of teachers' salaries as discussed by Dr. Wm. T. Harris, while he was yet United States Commissioner of Education, attention is called to important aspects of the question: "Do the positions commanding high salaries increase in number as fast or faster than the population? Are there a sufficient number of higher positions to hold out a promise to the lower teachers of promotion from time to time in accordance with the increased population schedule?" In answer to these questions he states that the annual increase in higher education throws open nearly 1,000 new places a year in colleges and Universities for teachers promoted from the secondary schools who have the requisite skill and scholarship. This increase has given during the past fifteen years 18,000 new positions for teachers in public and private high schools.

Dr. Harris adds: "The teacher whose salary is low asks himself what he is going to do about it. He may submit in sorrow to his lot, or he may take a more heroic view of the matter and consider that the lot he will occupy will depend in large measure upon his own efforts. He will then try to improve his skill in teaching and to make his field of learning more extensive and accurate. He will make enthusiastic culture studies in literature and art as well as in science. He will study to perfect himself in fine manners." It follows that as our superintendents, high school principals, high school teachers, are promoted there will be an open door for promotion for grammar grade and rural teachers commensurate with their professional skill and scholarship.

In the evolution of our civilization as we increase in accumulative wealth from decade to decade and as the protective genius of the average person in the United States increases his ability to support schools, we shall have an increasingly number of positions at higher salaries open and ready for every teacher who has made due preparation therefor.

In 1850 the total per capita wealth per individual on its true valuation was $308. Decade by decade it raised to the following sums: In 1860, $514; in 1870, $780; in 1880, $870; in 1890, $1,036; in 1900, $1,235. "It appears that each individual in the United States has an average of four times as much realized wealth as in 1850, and therefore can bear a burden of taxation equal to four times that of 1850 with greater ease, because the greater income from vested property the greater tax possible without stinting the individual in his necessities."

The average person having gainful occupation in 1850 produced less than $494; in 1860, $651; in 1870, $849; in 1880, $921; in 1890, $990; in 1900, $1,065. The increase in per capita wealth plus the increase per capita earnings of the average citizen in the United States are "full of hope for the future of the teacher as regards his salary and his social position."

The bright and promising future for teachers' salaries as viewed in the light of the general industrial progress and the other more hopeful view from the economical light of increased values for vocations that have for their object protection and culture cannot be better emphasized than to quote Dr. Harris:

"In the earlier stages of civilization, ninety-nine laborers out of each hundred are needed to supply raw material and rude manufactures for the community. With the growth of civilization a larger and larger number are detailed from the one hundred to provide creature comforts, protection, and culture, and the teacher's vocation at present by far leads in the number of those who have to do with providing culture for the community. These vocations are limited in numbers only by the ability of the community to furnish a surplus of money beyond what is needed for the raw materials and the rude manufactures for food, clothing and shelter. In the far distant time a goal will arrive when one person in each hundred,

by means of machinery, will furnish all the food, clothing and shelter needed for the other ninety-nine, and every one of these ninety-nine will find ample employment in the higher orders of employments which provide means for creature comfort, protection and culture."

THE SALARY OF TEACHERS, COMPARED WITH OTHER OCCUPATIONS.

By A. O. Thomas. President State Normal School at Kearney, before Superintendents' and Principals' Association at Lincoln, October, 1906.

You ask, "Where are all the male teachers, and why do not more people enter the profession of teaching for life work?" The writer hopes to answer such questions in this paper.

Teaching is used more as an avocation than as a vocation. It is used as a stepping stone to all genteel professions, and especially is it the highway to the bar. There is scarcely a lawyer in the country who has not had experience in teaching. Teaching has always afforded ready employment, and is in line with intellectual pursuits. It affords opportunity for study, and keeps the blade of the mind bright and keen. When a young person deliberately sets about to select a calling, he is usually attracted by the inducements of prosperity attending the calling, and one does not have to search far to determine that the pecuniary advantages of a school teacher are not great.

A few days ago the writer made inquiry of ten teachers, occupying high places in education, relative to whether or not they intended to teach school more than a term or two when they began. Of these ten persons, one always had intended to teach, dreamed of it, and played school when a child; six were determined to enter law, and one of these is already admitted to the bar, but does not now expect to leave the schoolroom; the other three had already begun to prepare for medicine, but were sidetracked in their ambitions.

There are pleasures and attractions in teaching which fascinate and keep many engaged from year to year. Of the work of the world, the teacher comes in closest touch with the future citizen and has the moulding of habit, the forming of character, and the inspiring of noble life, which "Money cannot repay or Fame reward."

Superintendent of Public Instruction Schaeffer of Pennsylvania, in his annual report, says, "It is found that in this state there are teachers who receive less per year than the average cost of maintaining paupers. No one will claim that the indigent and the unfortunate are too well cared for."

In no line of intelligent work does there seem to be so little financial encouragement to spend the whole of life at hard skilled labor as in the rank and file of the teachers of the country. Many of the nation's strongest and best men and women began their work in the schoolroom, but it was too strenuous, and the remuneration

not adequate to the requirements. Other employment was sought, and thus is the profession depleted year by year.

The teacher's time service is short. From the Report of the Committee on Salaries, Tenure, and Pensions of Public School Teachers in the United States, prepared by the National Educational Association for 1905, we find the following: Three hundred teachers of Nebraska—and from the larger schools at that—reported their time service as follows: Five taught less than one year; forty-seven taught one year; forty-one two years; forty-three three; forty-five four; twenty-nine five; seventeen six; eleven seven; thirteen eight; eleven nine; twelve ten; eight eleven; four twelve; six thirteen; four fourteen; five fifteen; two sixteen; one seventeen; one twenty-one; two twenty-three; one twenty-four; making the average tenure for three hundred teachers of 4.1 years, and these from among the largest city schools of the state.

We have not time on this program to go fully into the condition of wages and salaries in the United States, but will confine our investigation largely to the conditions within the state of Nebraska.

From the records in the office of the State Superintendent of Public Instruction in Nebraska, we find that in 1905, 9,247 teachers were required in the schools of Nebraska. These teachers received $3,049,345.79 for their year's work, making an average salary paid to each teacher, including country schools, city schools, superintendents and principals, $333.00.

The following figures are computed from reports and estimates received from seventy-three teachers of Buffalo county—for the present year. Four are teaching at $30; two at $33.33 1-3; twenty-seven at $35; two at $37.50; twenty-nine at $40; seven at $45; one at $47.50; and one at $50; making the average salary of the seventy-three teachers $38.70. Average length of term is 7.8 months. This shows a substantial increase in salaries, and also an increase of three-tenths of a month over last year. For better comparison, let us change this to a yearly salary, and we find the teacher of Buffalo county compelled to live on $301.86. The average cost of board, estimated by the teachers, is $2.94 per week, making $91.73 for the school year. 95 per cent of the teachers reporting are doing Reading Circle work, pay $2.12 for books, and $3.50 for educational periodicals. The average cost of attending County Institute one week and paying institute fee is $7.40. Also county, district, and state associations, $6.25. We assume that the teacher makes her board during the portion of the year she is not teaching. The State Superintendent of Iowa collected an estimate of the teachers' expenses, somewhat in excess of this. For the purpose of completing our computations we use his figures relative to the cost of dress, making the account of average teachers of Buffalo county read as follows:

Teachers' Income		$301.86
Cost of Board	$ 91.73	
Reading Circle	2.12	
Institute Fee	7.40	
Periodicals	3.50	
Associations	6.25	
Dress	64.96	
	$175.96	$175.96
Balance		$125.90

Let us compare this with the domestic working girl. The girl who works in our kitchen receives $4.00 per week by the year, making $192.00; giving her the same allowance for dress as above, leaves $127.04—or $1.14 more than the average Buffalo county teacher.

But, you say, teachers are allured by the prospects of fat salaries offered by the larger schools. Let us see. Taking for 1905-1906 the ten cities of Nebraska having more than twenty-five teachers, not including Omaha, South Omaha and Lincoln, the average salary of the superintendent is $1,526.00. The average wages paid in the same schools, including principals of high schools, ward schools, and teachers, are as follows:

	Men.	Women.	Average.
Beatrice	$77.00	$50.00	$63.50
Nebraska City	85.00	51.00	68.00
Plattsmouth		44.85	44.85
Norfolk	65.00		65.00
Fremont	70.00	49.88	59.94
Grand Island	112.00	48.50	80.25
York	55.00	41.20	48.10
Kearney	100.00	46.85	73.43
Hastings	82.50	52.50	67.50
North Platte		56.00	56.00
Average per month	$ 80.81	$48.98	$64.90
Average per year	$727.29	$440.82	$584.10

Employes on the Union Pacific, B. & M., and F. E. & M. V. working full time, average as follows:

	Per Year.
Engineers	$1,800
Conductors	1,500
Firemen	1,200
Brakemen	1,140
Operators	600
Machinists and Boiler Makers	1,200

From the report of the Deputy Commissioners of Labor, estimating from 3,830 officials, stenographers, clerks, etc., and 22,416 wage

earners, we have the following table of earning per year in ten industries in Nebraska:

	Officials, Stenographers, Clerks.	Wage Earners.
Bread and other Bakery Products	$ 936.00	$491.00
Brick and Tile	818.00	532.00
Cheese, Butter, Condensed Milk	903.00	540.00
Flour and Grist Mill Products	917.00	542.00
Printing and Publishing	1,006.00	528.00
Slaughtering and Meat Packing	1,080.00	547.00
Planing Mill	1,114.00	664.00
Marble and Stone Work	1,150.00	790.00
Malt Liquors	2,050.00	702.00

The sewing girls in the shirt factory receive an average of $342 per year, according to the report of Deputy Commissioner of Nebraska, or $9.00 more than the average Nebraska teacher.

Masons receive an average of	$1,300.00
Carpenters	900.00
Blacksmiths	780.00
Common Laborers	500.00

Farm hands, without board, received in 1905 an average of $364.08, or $31.08 more than the Nebraska school teacher.

The following interesting facts occur in the Educational Directory of Nebraska for 1905-1906. Counting all principals and superintendents therein recorded, we have: Twelve receiving $300 per year; one hundred thirty $400; one hundred fifty-two $500; one hundred thirty-seven $600; seventy-four $700; forty-eight $800; thirty-seven $900; twenty-five $1,000; nineteen $1,100; eighteen $1,200; eight $1,300; five $1,400; seven $1,500; one $1,600; two $1,800; one $2,000; one $2,200; one $3,000; and one $4,500. It is observed that 152 teachers receive $500 per year; thereafter there is a steady decrease, 137 receiving $600, and only 61 per cent of these succeed in reaching the next notch at $700. In these figures 680 superintendents and principals are reported. Their combined salary is $452,700, which affords an average of $655.15.

3,192 officials, clerks, stenographers, etc., reported by Deputy Commissioner of Labor for the State of Nebraska, receive $3,074,911; while 9,247 teachers receive $3,094,345.79. That is, it requires three teachers to earn a clerk's salary.

20,241 wage earners in the same report receive $11,022,149 or again two wage earners receive as much money per year as three average Nebraska school teachers.

Some argue that it is not fair to count a teacher's income by the year, as they have long vacations in which they should be producers of incomes. The fact is that it is unfair to reckon a teacher's salary in any other manner. While June, July, and August are months in which teachers are not in the schoolroom, they must attend institutes and summer schools in order to keep pace with the profession. It may be reduced to a rule that a teacher who drops his educational

line for the summer and takes up employment in the field, store, shop, etc., finds himself unable to make progress in the profession, and eventually drops out altogether.

From the Eighteenth Annual Report of the United States Labor Commission, the average cost of living in the North Central States, is estimated at $767.00 per year. It will be fair to reckon this cost of living against the income of the average wages earned in the 680 best paying positions in the public schools of the state. As above stated, the average is $665. The teacher receiving $102.00 less than the average cost of living is forced to the most rigid economy, if he comes through the year's work without a deficit.

THE GRADE AS A BASIS FOR FIXING TEACHERS' SALARIES.

Paper given by Supt. W. W. Stoner, of York, at Superintendents' and Principals' Association, Lincoln, October, 1906.

In this day and age it seems quite impossible that any criterion should be set up for the fixing of teachers' salaries save that of merit. When it comes to the training of children none but the best should be employed, for the money at hand. The children of each grade are equally valuable to the nation. All deserve the best training that can be given them.

In some places, however, the idea is still held that the eighth grade teacher should be paid better wages than some other grade teacher because that grade requires greater ability in the form of experience and professional preparation. This idea has grown out of the old idea that most any one would do to teach the little ones but that the eighth grade teacher by necessity must be able to organize and control his school in every detail. Organization and control are necessary in all schools, but by the very nature of things, this organization and control takes on different aspects in every grade, and the fault lay in the fact that this has been evident, to many, only in the eighth grade.

In New York City there are three grades of salaries: the lowest from the kindergarten to the sixth grade, the second in the seventh and first half of the eighth. The highest in the upper half of the eighth.

Clarence F. Carroll, superintendent of schools, Rochester, N. Y., remarking on this plan, as adopted in New York, says, "That the higher salaries paid in the upper grades would naturally draw the primary teachers toward the higher grades. In consequence the primary teacher would always be inclined to look forward to the day when by examination and by promotion she might leave the services of the little children and aspire to teach children of grammar grades. I must assume that the primary teacher in the New York schools regards herself from the first as performing only a temporary service, and that the best talent cannot therefore be retained in the primary grades, for the ambitious and artistic teacher would eventually, attain her aim and secure her promotion."

This proposition will appear, I am sure, to the average superintendent as a menace to the work of the early grades. It has been my experience, and I am quite sure it has been the experience of others, that the first grade teacher ought to be a good teacher. That is stating it mildly. I may put it in stronger terms and affirm that no service rendered to any human being is higher than that of the successful primary teacher in the public schools and kindergarten.

"Under such a system as this, it would not be just to blame teachers for seeking this so-called advancement. The theory itself appears to me as vicious, first, in that it places this service to little children relatively below that rendered to the older children and, second, in that it would tend to destroy in the lives of a host of noble women the highest impulse ever given to woman, and to blight the sentiment that has so long dignified the kindergarten and the primary school. It would, I believe, tend to put back the progress of the public-school system and the progress of civilization indefinitely if the principles were to be generally applied and acted upon."

Miss Ellor E. Carlisle, supervisor, public schools, Boston, says: "Primary teachers should be made to feel that they have the highest, noblest, and best paid work that their qualifications are open to. All teachers should continue their habits of academic study, for inspiration in their work, and for the renewal of their youth. I should like to see primary teachers receive an increase of salary after some years of work, on giving evidence of efficiency and scholastic advancement."

Aaron Gove, ex-superintendent of schools, Denver, Colo., said before the National Association, "Our agreement upon the desirability of the appointment of teachers upon merit is pronounced. It is difficult to understand how the superintendents can approve any other method."

It is sincerely hoped that the time will soon come in Nebraska when teachers may be elected to places for which they are best fitted and adapted without being lured from these places by false standards set up by school boards in the way of variation in salaries for the different grades.

HOW TO FIX THE SALARY OF TEACHERS, TIME OF SERVICE AS A BASIS.

E. L. Rouse, Superintendent Plattsmouth City Schools, before Superintendents' and Principals' Association, Lincoln, October, 1906.

The program will set forth clearly the relation of my topic to its related topics in this discussion. It is mine to affirm or deny that "Time of Service" is a good basis upon which to fix salary. I take it that this topic is to be discussed with Nebraska conditions in mind; that is, where the force is necessarily small and the communities they serve correspondingly small.

Whatever regulations will keep the board of education, the superintendent, and teachers a harmonious unit whose sole purpose and whose undivided energy may be given to the upbuilding of the schools are wise regulations. Any regulation is detrimental that creates discord, dissatisfaction, or in any way tends to break the unity or divide the energy. To have no regulation governing the salaries makes the tenure of the teacher only until she can go some place where she may know what to expect along this line.

To make grade a basis may or may not insure best work on the part of the teachers and certainly hinders the fitting of teachers to positions where they may give best service. To make efficiency solely the basis will create discord among the force and cause the board of education unlimited grief. I firmly believe that time of service is the only basis for a schedule of salaries.

What do other callings show in the matter? Upon investigation I found that a drygoods clerk was advanced from $20 per month to $50 per month in eight years, a stenographer from $20 to $40 in four years, a clerk in a store from $35 to $75 in six years, a bank assistant from $10 to $90 in ten years. I could cite many other instances but they all show the same thing.. I suspect the one who is to discuss "Efficiency" will say that these were only very strong employes whose salaries were increased because of efficiency. It is true to a certain degree but I am sure we are not talking to-day of keeping on the force to say nothing of advancing the salary of the teacher who is not able to serve the public satisfactorily. While the employes cited above may be efficient they are not the exceptionally efficient or they would long since have become the proprietors of their respective businesses.

What is the practice of the cities of the United States? Of seventy-five cities with a population less than 8,000 all but six make time of service the basis for salary schedule. I have no data at hand to show whether or not they let grade enter into this schedule but even if they do they advance by grades according to time of service.

What is the practice of the larger cities in the United States? I find that of some five hundred cities only five fail to increase from year to year, only eleven reach the maximum in two years, sixty in three or four years. The average time to reach the maximum is a trifle over six years. The majority of these cities use grade as a basis as well as time of service, but where grade is considered each group is advanced according to length of service. Below are given typical examples of salary schedules.

CITY	MINIMUM	INCREASE	YEARS TO REACH MAXIMUM	MAXIMUM
Philadelphia				
Grades 1 to 4.....	$ 470	$30	10	$ 770
Grades 5 to 8.....	570	30	10	870
Manchester, N. H.....	350	50	4	550
Bangor, Me.....	288	36 2d,3d,5th, 7th, 10th yrs.	9	468
Milwaukee, Wis.				
Kind.....	400	50	2	500
Grades 1, 5, 6	450	50	4	650
Grades 2, 3, 4.....	400	50	4	600
Grade 7.....	500	50	4	700
Grade 8.....	600	50	4	800
Omaha, Nebr.				
All Grades	500	50 2d,3d,4th, 5th, 8th 40 6th, 7th	8	830

Because of the especially strong features of the Omaha schedule I want to read a letter from Superintendent Davidson, going somewhat into detail:

"Our salary schedule is as follows: All teachers who are graduates of a state normal school, advanced course, said school being accredited by our board of education, and all teachers who are graduates of a college or University, and have taken the "Work in Pedagogy" in such college or University, said college or University being accredited by our board of education, receive, if the teacher has not had "graded school experience" $500 the first year; $550 the second; $600 the third; $650 the fourth; $700 the fifth; $740 the sixth; $780 the seventh; $830 the eighth.

"In order to receive the last two advances in this schedule the teacher must take a course in reading under the direction of the superintendent of instruction, and pass an examination in each of four books covering the following subjects: 1. History of Education; 2. Philosophy of Education; 3. School Management; 4. American Literature, English Literature, or History. It is understood that the nature of the examination given shall not be of such a character as to make it prohibitive.

"In the application of this schedule you should note the following: First, we do not give credit for rural school experience. Second, we give full credit for all graded school experience outside of Omaha; a

teacher being advanced to her proper place in the schedule immediately upon entering the schools, provided that no matter what number of years of graded school experience a teacher may have had she cannot, on first entering the Omaha schools, receive a higher salary than $700 per year. Third, while we do not encourage teachers who are not graduates of state normal schools, colleges, or Universities to become applicants for positions, still we do not absolutely exclude non-graduates. However non-graduates receive first year $420, second $450, third $500; after which they advance at regular rate."

It seems to me that the Omaha schedule is about the best that could be adopted. The fact that the last two increases depend wholly upon the teachers keeping alive and progressive is a strong feature.

As far as I am able to ascertain there are only one or two cities that base their salary schedule upon efficiency. For the smaller cities which we are necessarily considering to-day it would be absolutely impossible for any superintendent to keep peace and harmony prevailing and retain upon his force teachers doing the same grade of work and receiving different salaries because he had recommended one more efficient than another. Such a course would keep a constant ferment not only among the teachers but between the board and the teachers' friends.

Summing it all up then, I believe time of service is the correct basis for salary schedules because: First, it permits the teacher to enter and remain on the force with a definite understanding of what she may expect as to compensation.

Second, It keeps a teacher longer in one position because she knows that her services are being appreciated to the extent of an increase in salary.

Third, it gives you a strong force for two reasons, viz: 1st, it keeps the superintendent constantly dropping the weakest teachers for no man will recommend for an increase in salary a teacher about whose worth there is question; 2nd, it makes the teachers put forth greater effort that they may be retained until they reach the maximum.

Fourth, it saves the school board from the annual importunities for individual advances in salary.

Fifth, it is done in all other callings.

Sixth, it is the practice of nearly every large city and of most smaller cities. I am not sure that this is good reason, but everybody knows more than any body.

Seventh, the opportunities to advance to high school positions and principalships will prevent the settling down to humdrum mediocrity when the maximum has been reached.

SUPERVISION WITHOUT VISITATION.

By County Supt. W. A. Yoder, Omaha, before Nebraska Superintendents' and Principals' Association, October, 1906.

I presume there is not a well-supervised school in Nebraska which is not visited by its supervisor. We must distinguish clearly between visitation and supervision. Visitation is a means of inspection and although necessary to is not strictly speaking, a part of supervision. The subject forces us to keep in mind the schools whose principals teach all or nearly all the time and, consequently, are allowed no definite portion of school time for visitation. In reference to other schools, however large, it makes clear the point, that we are to interest ourselves at this time strictly with the subject of supervision, and that any references to inspection are to be made because inspection is a preparation for supervision.

One of the most common and important means of supervision is the teachers' meeting. It is in the teachers' meeting that many questions of discipline may well be considered; especially is this true of general questions bearing upon the discipline of the whole school and, therefore, of interest and importance to all teachers. Conduct of pupils in the halls, the manner of entering and leaving the building, questions that bear upon the conduct of pupils during intermissions, and other similar matters may be profitably treated at the teachers' meeting. In towns where one building is occupied by all grades from the kindergarten to and including the high school, such questions appear to demand special consideration. In such schools different grades often have their intermissions and are finally dismissed at different hours of the day. In each of these classes pupils must be given due freedom yet they must not interfere with the rights of others. Everything should be so planned and ordered by the principal and teachers that both the child of five and the young man or woman of eighteen shall be given to understand clearly, but rightly, just what should and what should not be done.

The principal who takes into consideration the large portion of the average life that is spent in school recognizes that much is due from the school along the line of proper incentives to right and honorable living. This leads us somewhat beyond what we ordinarily mean when we speak of discipline. It brings us to a consideration of points bearing upon the lasting habits and conduct of pupils. In this connection should be considered such points as accuracy, system, promptness of action, self-respect, right attitude toward work, independence, and a feeling of individual responsibility; honesty, politeness, courtesy, respect for the rights of others and a proper attitude toward property both public and private. Everyone who has had experience with

country schools appreciates the good influence the right teacher exerts in a community. The principal with his corps of city teachers can exert an influence as wholesome in kind, but for the benefit of a much larger number. No doubt many principals have come from fields of labor, leaving behind them as the result of their efforts villages and cities with an improved moral tone, higher ideals, and a better citizenship. I do not say that all the points I have suggested must be considered at the teachers' meeting, but I am certain that many principals find this a very excellent place to plan a quiet but effectual campaign along this very line.

At these meetings the principal makes his plans clear and definite. He gives specific directions for the handling of supplies, for the making out of necessary reports to parents, to the board, and to himself. Here are discussed the course of study and methods of instruction. In short, the principal considers with his teachers the special needs of the school as determined by him as a regular and systematic inspector of the same. In the smaller towns and cities many principals find the general meeting sufficient. In the larger cities superintndents often hold, in addition to the general meeting, special meetings for the classes of teachers doing different grades of work. In many schools teachers' meetings are held semi monthly. The number should depend upon existing conditions and perhaps, also, upon the extent to which principals rely upon other means of supervision. As I look at it, the most important point in reference to this phase of the subject is that there be a purpose for every meeting. It is next to impossible to hold an inspirational meeting without carefully planning it. We say much about the teacher who attempts to instruct without preparing for the recitation. I once heard a superintendent tell of the work of such a teacher when conducting a recitation in geography. As I remember it was something like this: The teacher called the class forward to recite. Having been told by a member of the class where to find the lesson, he turned to the proper place. At the top of the page were to be found in large letters the words, "Seas, Bays, and Gulfs." The teacher looked but a moment, his face glowing with the knowledge at his command as the result of the slightest suggestion, when he called out, "Seas! Bays! and Gulfs! Where are they?" The principal who holds his teachers' meeting merely because the time has come to do so, who has no definite purpose in mind, who must rely upon the hope that his teachers may be able to start something worth while, or who acts on the theory of the uneducated minister who spurned all preparation on the ground that he had an invisible funnel in his head through which the Lord poured knowledge—such a principal is employing methods as far below par as the teacher who said, "Seas! Bays! Gulfs! Where are they?"

Another important aid to supervision consists of written directions to the teachers. For this purpose the hectograph and mimeograph are coming into very common use. Principals in some of the smaller towns are not likely to find it necessary to employ this plan to any great extent. However, some principals located in municipal-

ities yet too small to be called cities make much use of it. I usually think of this as a means of supplementing the teachers' meeting, it being possible to handle many questions in either or both ways. This plan has the advantage of enabling the principal to put into the hands of his teachers instructions which they may keep for reference, as county superintendents have been filing away circular letters on the five essentials that have been sent from the state superintendent's office. The plan does not always yield the results we desire. All county superintendents know this to be true, for we sometimes send out letters to our teachers, and, in a very short time some one will be sure to do the very thing we were so careful to tell her not to trouble herself about. But we do not lose our patience and dignity as a result, for no one absorbs all he reads. The point made in reference to thoughtful planning by the principal is as applicable here as in the case of the teachers' meeting. I take it as a bad sign for teachers to find it necessary to ask the principal many questions which he could have made unnecessary for them to ask. I do not say that principals should foresee all the difficulties teachers will encounter, but I do believe it possible for the principal who knows his school to anticipate many difficulties—may I say to answer most of the teacher's questions—before she thinks of asking them.

Tests or examinations form a third aid to supervision. Superintendent Rouse states that he gives examinations and looks over a few of the papers to see if the pupils are getting what he expects them to get. Superintendent Hahn says: "I give tests to the upper grades as often as time permits. The manuscripts sent to the office are carefully corrected and the results discussed with the teachers. In this way I am able to correct mistakes and also to give suggestions and see that they are carried out. To save time on my part, I ask only two or three to write the test at times; at other times I have them all write." It is not difficult to see the advantages of this plan. It consists merely of a careful and systematic examination of written work and, in fact may include not only tests but work of the class in preparing a lesson as well. This is only one means of inspection, and inspection, I repeat, is necessary to supervision. It may be that the principal is examining the arithmetic work of the class and he may discover that the class as a whole is falling into certain bad habits, habits of inaccuracy, etc. Having made the discovery, he is able to prescribe the remedy. The inspector may find that the work in every branch shows a weakness in the matter of English. If so, he can suggest to the teacher methods and principles that will be very helpful to her. He may discover that the teacher is doing her work as well or better than he could do it. Indeed, this is a very agreeable discovery, but it is none the less important for him to know. I have employed this method in order to keep in touch with the various grades and classes of the school. In many of the classes we find that the larger portion, perhaps seventy-five to ninety per cent, comprehend the work at least fairly well and do satisfactory work. These pupils cause the teacher no special worry so far as their class work is concerned, but a

few weak ones are likely to be found in the class. These can be discovered by the principal by visiting the room and in other ways. The plan of inspecting the written work not only assists in discovering such pupils, but, having once discovered them, it makes it possible for the principal to inform himself thoroughly in reference to the ability of said children. Since some of the most difficult problems of classification arise from the fact that these abnormal cases must be dealt with, it follows that the principal who studies them is the one who does most for his teachers. He is able to say and do something worth while as soon as the teacher refers the cases to him, and often before. The examination of written work by both principal and teacher and the discussion in reference to the same enables the principal to help the teacher solve her difficult problems, strengthens both teacher and principal, does the pupil justice and establishes right standards of grading, thus producing approximate uniformity along this line throughout the school.

I have just referred to conversations between principal and teachers. This is a very important point of supervision; in fact, no one would think of supervising a school without relying to a large extent upon conversations with his teachers. He who relies to the fullest extent upon all other means of supervision still finds it necessary to discuss many questions with the individual teacher. He will not find it difficult to discover what questions of discipline, method, etc., must be considered by him and the teacher directly interested. Sometimes young principals take charge of schools in which are teachers who have grown old in the service. I have heard that such principals sometimes feel reluctant about performing certain duties which it is necessary for them to perform. The principal is likely to fear that the teacher will consider him an intruder, a mere pretender who can annoy, but not assist her. I think, however, that this is seldom the case. The broad, worthy teacher does not look at it in this light, especially if the principal acts his part well. Although the teacher may be an expert at her work, it is still important that the principal know his school of which her room is a part. Indeed, so many questions arise for the principal to solve, the correct solution of which requires that he know his school and know it well. I believe any cultured, well-educated young principal who honestly and conscientiously takes up the work of supervision in a common sense manner will soon find not only that he is becoming fairly well acquainted with the conditions and needs of his school, but also that he can at least co-operate with his best and most experienced teacher. If the principal cannot get a proper hearing in her room, he might heed her conversation as they walk together along the street to and from school. She will be sure to talk of what interests her, and good teachers are always interested in their school work.

The plan book appears to be very commonly used. By this I mean a book in which the teacher writes her plans. There may be several kinds of these, but the one about which I happen to know is the one by C. H. Gordon, formerly superintendent of schools at Lin-

coln, Neb. On the left are the days of the week. Heading the columns at the top are to be found the words Reading, Arithmetic, English, General Lessons, and two blank spaces to be filled if necessary. Lines drawn from left to right separating the days of the week, with other lines perpendicular to the first and separating the branches form rectangular spaces. In these spaces the teacher writes the assignment of lessons several days in advance. The principal examines the book at the close of the day or at any other time. He discovers what the teacher has done and is doing. He notes the length of lessons assigned and the amount of work the teacher expects the pupils to do. The record helps the principal to determine when, in the judgment of the teacher, a certain subject is completed. Aside from being of assistance to the principal, it is a record of value to the teacher, especially as the end of the school year approaches. I have never carried out this idea sufficiently to be able to say that I have really used a plan book. However, I see at least some of its strong points.

Reports of progress are often used in the supervision of schools; also statistical reports relating to enrollment, attendance, tardiness, etc., are necessary. When I find it necessary to require a certain kind of report I do so, keeping in mind that, while complete, it should be concise and brief as it can conveniently be made. If I find the purpose for which the report was devised no longer exists, I cease requiring it. I think it unwise to require too many reports, and by too many I mean more than necessary to effective supervision. Too many reports involve a waste of time and mean unnecessary burdens upon the teacher. On the other hand teachers usually know about what use is made of reports, and therefore comply cheerfully with reasonable demands along this line.

I shall suggest, but not discuss, the following devices, the last three of which I should not have thought of mentioning had they not been suggested to me by other superintendents:

1. Arrange for one or two visiting days each year for teachers.
2. Hold conversations with pupils.
3. Have teachers exchange written work.
4. Have a superintendent or principal from some neighboring school, perhaps somewhat larger in size than your own, come and talk to teachers, giving them an opportunity to ask questions.

Probably most superintendents do not employ all the devices here suggested. Indeed, I do not consider it necessary for them to do so. I do believe, however, that, whatever else a successful principal may do, he will use at least a few of the plans here given.

When I was asked to write on this subject, I decided at once to send out letters to many superintendents and principals of the state asking them what they consider most helpful in supervision. I began sending out these letters, getting down to about the tenth or eleventh name on my list when I had to stop for that day. It was a week before I could take up the matter again. By that time answers to most of my letters were in and I concluded to write no more for two reasons: First, during the brief time remaining until this meeting I could

not examine and make use of many letters; second, the replies to the few letters I did write were so nearly what I expected, so satisfactory, and they so nearly agreed upon what were considered the most important aids to supervision, that I felt fairly sure of my ground without further investigation. Most of these letters did not discuss methods of supervision, but only suggested them, and this was what I most desired. If the superintendents of all the larger schools were consulted, no doubt we would have suggested to us practically all devices for supervision, in as much as many of these superintendents have had experience also in smaller schools with only a very limited time for supervision. However, this would not give us all the information that might be desired. I think answers to such as the following questions by principals in towns of about ten teachers and less would be of considerable interest:

1. Are you granted a portion of school time each day for supervision? If so, how much? Do you consider the time you have for this purpose sufficient?

2. If you have no special time for supervision, do you supervise? If so, how do you plan to do it?

3. If you have a recitation each period of the day, do you find it possible to visit your teachers? If so, how do you plan to do it?

4. If there is need for more visitation or supervision in your school, which is the greater need?

5. Do you have more or less time for visitation or supervision than when you first assumed the duties of your present position? If more, how was the change brought about?

In the absence of answers to the above questions, I shall say but little along this line. It would be of interest to know how many principals in schools of eight or ten teachers or less have what they consider ample time for inspection and supervision. I believe that those principals who are required to teach all periods of the day find it much easier to solve the problem of visitation than that of real supervision. Although such principals are often unable to do as much visiting as should be done, as a rule they do arrange to observe the work of their teachers. They so plan the work of their own classes that they may occasionally leave the room ten, twenty or thirty minutes at a time without any serious loss to the pupils. To step into an adjoining room to listen to another teacher conduct a recitation is often a pleasant change and does not of necessity add materially to the burdens of the principal. But when it comes to real supervision, that is a more difficult problem. To make the most of teachers' meetings, to give to teachers proper written directions, to make the tests of value to all concerned, to make the teacher's plan book count for the very most possible, to so study conditions that something worth while may be said in conversation with teachers—these things require thought which involves an element of time. The principal who teaches the English and the algebra, the Latin and the geometry, the history and the bookkeeping, the civics and the physics, finds, at the close of the day when he has planned the work for his own classes

and now begins to think of supervision, that his twelve, his fourteen, aye, his sixteen or more hours are passed, and, somehow, the needs of nature demand that he close his eyes and be satisfied with dreaming out his plans of supervision during the remainder of the night. I do not mean that such principals are not supervising. No doubt many of them are teaching full time and teaching well; they are also supervising and doing that just as well (as they can), and those who really do all this should be ranked with the strong educators of the state. However, I believe it would meet the approval of these principals and be better for their schools if they were granted at least a little time for supervision. I believe, also, that answers to the last question would indicate that school boards are usually willing to do the right thing when they are properly shown.

EDUCATIONAL AGRICULTURE.

By W. R. Hart, Professor of Education and Psychology, Nebraska State Normal School at Peru.

This title is chosen for the reason that if Agriculture becomes a fixture in our country schools it must be educational. The study of Agriculture must do something for the mind of the growing child as well as for the pocket or bank account of the grown man. Agriculture as a part of the course of study must justify its holding a place by claims as valid as those which justify arithmetic, reading, geography, history, or any other common branch. Some of these branches have been in the course of study so long that many teachers have ceased to inquire why they are there, and when some pupil raises the question as to why such and such a study must be pursued, the teacher is often at a loss to give any valid reason for such study.

The common school course of study is loaded down with a long list of names. These names have been added to the list from time to time under the impression that a new subject was being added to the course. As a matter of fact, the additional word is little or nothing more than a name for an additional chapter, or a new view point for some subject already in the course. This is well illustrated in all that has been attempted in the line of the narcotics-and-stimulants phase of hygiene. It is further shown in magnifying civil government, or civics, into an independent subject. The plan of a government is a part of its history and is vital to the mind only when taught as such. The same is true of composition as related to grammar, and of bookkeeping as related to arithmetic. There is in Nebraska, however, a heroic effort being made by the state superintendent to get back to fundamentals in the somewhat arbitrary dictum of "Five Essentials." These should stand as an unchallenged membership in a new hierarchy of studies which will mark, for Nebraska at least, a new point of departure in educational development. Is it too much to hope that progress in the future may be along more rational lines than it has been in the past? A more rational course will be worked out if, in the future, each new subject as presented be compelled to give a valid reason why it should claim a place in the course of study.

Agriculture has been placed in the elementary schools of Nebraska. Whether this has been done wisely or not will depend upon the justification that can be made for teaching it. In general, two reasons are assigned for studying the subjects found in any given course. One reason is that the knowledge gained will be of use to the individual in later life. The other reason is that by the study of certain subjects the activities of the mind are cultivated and disciplined for the use it may be put to in after life.

Before Agriculture becomes entitled to a permanent place in the common school course it must withstand three tests: first, the test of usefulness; second, the test of mental discipline; third, the test of humanizing culture. Taking these points in order, what answer can Agriculture make to the first question—"What is the use of it?"

For the purpose of this discussion it may be assumed that the usefulness of any body of knowledge is measured by the bearing of that knowledge upon the life and conduct of the person possessing it. The person possessing such knowledge must be thought of both in his individual capacity and as a member of society. Since the life of an individual is so largely absorbed in his social relations, the basis of the social organism must become the controlling factor in determining what is or is not useful for the individual. The body of knowledge essential to existence in a self-sustaining way in a mining camp in the mountains is not of the same sort as is required in a village of fishermen on the seashore. The problems that confront successful living in a city of sky scrapers and a three-layered system of rapid transit require a different body of knowledge from that required by the one and two storied dwellers on the farm.

Nebraska as a social unit has an agricultural basis. Other communities may thrive on the minerals, ores, or plastic clays found in their soils, but Nebraska has become what she is both in wealth and intelligence by means of the fertility, or plant-food, in her soil. So far as present indications give a forecast of the future, this fertility and soil culture must remain the basis of her progress as a state. But to say Nebraska's resource is agricultural is almost equivalent to saying that the key which will make that resource available is industrial. These two ideas, therefore, give us the standard by which we can measure the relative usefulness of a given body of knowledge for Nebraska pupils.

It is true that reading, writing and arithmetic are taught with a tolerably well-defined notion of their usefulness. But when this is said almost all is said, because nine-tenths or more of all else that is taught has no bearing whatever on the industrial activities in which Nebraska people are so largely engaged. For, leaving out of the count some very small groups of persons, what are Nebraskans engaged in? They are employed in the production, preparation and exchange of commodities dependent upon the fertility of the soil. Some of these commodities are related immediately and primarily to the soil, such as food stuffs and domestic animals. Others are related somewhat indirectly, or remotely, such as farm machinery, lumber and house furnishings. Steamboats and mining machinery are inconsiderable factors in Nebraska life, but self binders and high-bred grains and blooded animals are vitally essential to our existence.

Now, efficiency in coaxing from the soil two ears of corn where formerly one was wont to grow, and in urging a cow to yield two quarts of cream whose ancestors yielded but one, and the preparing

of a man to handle a machine that will cultivate two rows instead of one,—efficiency in the doing of these things requires knowledge, knowledge of the most useful sort. For what knowledge can lay a greater claim to usefulness than that which enables its possessor to pass easily into the industrial life of his community? Yet this great body of knowledge connected so directly with the soil and its products has hitherto, for the most part, been ignored in our school courses.

It is to be admitted that quite a body of biological knowledge is more or less the common property of every farming community. Certain truths about plant and animal life are current everywhere, such as, that particular manures are suited to particular plants; that some crops unfit the soil for other crops; that horses cannot do good work on poor food; that poorly housed feeders take on fat slowly; that well-sheltered cows yield more milk; and that certain diseases of both plants and animals are caused by certain conditions, either of weather, food or management. These facts, vague, scanty, and indefinite though they may be, will enable one to adjust himself and make a tolerable showing. But consider his condition as compared with the man whose knowledge of these facts has been made clear, definite and exhaustive. The man who is still cultivating corn with a single shovel, or milking black cows for butter, or raising bronchos for draft horses, or turning his orchard into feeding grounds for fruit pests, or burning his straw piles and stubble fields except as a means of destroying vermin, is not contributing largely to the advancement of his own, or of the community's interest. A better knowledge of the things and forces with which such a man is to deal would make him more efficient, hence more useful both to society and to himself.

Coming to the question raised by the second test to be applied to Agriculture as a school study, we shall ask: Has Agriculture material for mental discipline? In the discussion of this phase of the subject it would seem sufficient to give attention only to such well-known forms of mental activity as observation, memory, imagination, judgment and reason.

We shall consider these in order. Observation means the taking notice of the things that affect the sense organs. It is the foundation for all sound thinking. Do the objects connected with the study of Agriculture furnish anything for the exercise of observation? This question almost answers itself. A minute's reflection brings before the mind an array of objects almost endless in number and variety. There are the grasses and grains in all their varieties, with all their points of similarity and differences, both as to forms and methods of growth. Add to these the vegetable forms known as trees, including both ornamental and useful, with their multitude of characters distinguishing one class from another, also one individual from another. Closely connected with the above are the weeds and insect pests that become plant enemies. Consider further the extensive

fields of observation afforded by animal life both wild and domestic. Then reflect upon the vast number of utensils and machines used in doing the work on a farm, also the means of preparing farm products for, and getting them to, the markets.

The above is enough to show the richness of the field as a source of material for observation. The value of this material, however, does not lie merely in its amount and variety. The material is all vitally connected with the life of the person studying it. This fact makes it the best sort of material for the exercise of the memory. This much abused mental activity thrives best on what is within the range of the individual's activities. The memorizing of things and the words that stand for them and their relations to each other is easy, pleasurable and profitable when the mind is acting within the range of its interests. The entire pre-school life of the country child is full of home and farm interests. What knowledge he has is certain and vivid. It is knowledge of a real vital sort largely because it was not memorized to be recited. His memory is clear because it has been dealing with realities instead of with symbols and abstractions. So much for the cultivation of the memory, only keeping in mind that the facts suggested for the cultivation of the observation furnish matter on which to exercise the memory absolutely without limit.

In regard to the imagination an equally strong claim may be made. The imagination works by two or three easy stages in the process of its growth. At first it is little if anything, more than a mental picture with the details somewhat accurately put in by the aid of the memory. In fact this mental picture is sometimes spoken of as a "memory image." A more advanced form of the imaging act is seen in the effort to discover animal shapes in the clouds, or to think of familiar forms in new situations and in new relations, as when one thinks of a horse's body with a human head, as the centaur, or a human head and body having the tail of a fish, as the mermaid. A still higher form of imaging is shown when the mind uses the lines and surfaces found in the real objects about us to form new and ideal combinations of these same lines and surfaces. This gives the mind free play in the creation of the objects of art. There is yet another kind of mental activity in which the imagination plays an important part. This occurs when one thinks of inanimate things as if they had life, or when other living things are spoken of as if they had human qualities and powers, as when we sing:

"Let music swell the breeze
And ring from all the trees,
  Sweet freedom's song.
Let mortal tongues awake,
Let all that breathe partake,
Let rocks their silence break,
  The sound prolong."

Or when we say:

"Truth crushed to earth shall rise again,
The eternal years of God are hers;
But Error wounded writhes in pain
And dies amid his worshipers."

Now, the question arises, does Agriculture supply material for the exercise of the mind involving the use of the imagination as outlined in the above paragraph? When a person is planning a garden plat he is exercising the imagination. When a child is arranging the make-believe furnishings of a playhouse it is using the imagination. In all the plays of children which imitate the occupations of a community, the imagination is used in nearly every form of its activity. Farm life furnishes the material for more plays than all other occupations combined. This makes it educative for children in the very highest degree. In the training of a vine upon a trellis, or shaping the foliage of a tree, or a plant, or a group of plants, the imagination has the free play of the artist in the production of ideal forms of grace and beauty. The one who is moulding the lifeless clay is no more an artist than the one who is giving artificial beauty to living things from the images of beauty created by his own mind. As a means of inspiring those higher forms of creative imagery, it is only needful to mention the farm ballads and pastoral poems that have afforded a perpetual fountain of joy to many a nature-loving soul. Finally, Agriculture, in the broad and humanizing sense in which it is here used, gives play to the imagination in seeing the great spiritual truths of life in its higher and moral relationships. When the Psalmist would characterize righteousness he said, "The righteous man shall be like a tree planted by the rivers of water." When the Prophet would present a picture of peace he takes us to the country to see the leopard lie down with the kid, the wolf dwell with the lamb, the calf and the young lion feed together, and a little child lead them. When Christ would impress upon his hearers the truths of human life and human destiny, out of thirty-eight parables found in his teachings more than a third of them are drawn directly from some phase of agricultural life. These thoughts make it easy to pass to the discussion of the next forms of mental activity, namely, judgment and reason.

These are so interwoven with each other that they will be considered together. Judging must both precede and follow reason. Stated in simple terms, the relation between judging and reasoning is this: the mind lays hold of two judgments and after comparison it reaches another judgment usually spoken of as a conclusion. Judgment and reason are more or less confused in our common thinking. We often say a man used poor judgment when we might have said with equal propriety that he reasoned poorly, or didn't reason at all, as where one cultivates or plows his ground when it is too wet, or pastures a fall grain crop too late in the spring, or wears out a soil by continued cropping without rest or renewal. It is not the pur-

pose here, however, to correct or even to criticise this confusion of terms. Our question is, Does Agriculture give any material or opportunity for the exercise of these two most important mental activities?

In order to see the full meaning of the conclusion reached in answer to this question it will be useful to distinguish two sorts of mental activities that may properly fall under these heads. If the mind is presented with a statement of a general truth like a principle, or a definition, and is required to apply it to particular cases, this is one form of reasoning, as when we say, A Noun is a name. Here is a word which is a name, therefore it is a noun; or when we say, Oaks produce acorns. This tree produces acorns, therefore it is an oak. The great body of mathematical reasoning is of this sort, but in addition to definitions and general truths certain other self-evident truths, called axioms, are freely used.

There is another form of reasoning which proceeds by slow and easy stages from the seeing of a particular thing, or event, by itself to the discovery of some general truth illustrated by, or embodied in the individual thing, or in a group of things of the same kind. This sort of reasoning is based more largely upon experience than upon principles, definitions or axioms. It is sometimes spoken of as reasoning from particulars. Being based upon experience it requires careful observation. In fact it cannot be carried on without observation.

Now, since we saw how vast a field Agriculture opened for the exercise of the observation, it may be asked with propriety, Does Agriculture give any opportunity for the exercise of the reasoning which depends upon observation? The question as thus stated needs but little argument to secure an affirmative answer. But at the risk of becoming tedious, a few typical cases may be cited. A child may observe the difference between a cultivated and an uncultivated bed of flowers and may be taught to apply his reason in accounting for the difference. The same is true in observing the effect of applying or withholding fertilizers. The reason of more than five hundred boys was in active operation during the past year when the great experiment was going on preparatory to the mid-winter corn contest. Every change of method in cultivation of the soil, in selecting and manner of planting seed, in the care of animals, either for breeding or feeding, in the rotation of crops, in the rearrangement or relocation of farm buildings, in the selection of places for fruit trees and shade trees, in the location and handling of the water supply, in the fight made against the enemies of both animals and plants from which a profit is obtainable, in the manner of plowing with reference to conserving or discharging the rainfall from the surface, the time of marketing the surplus, the method of securing the crops as to whether intended for use at home or for market—in all these matters which might be multiplied in their details indefinitely, the reason is active, i. e., the mind settles upon what is best to do in a given

case after observation and comparison of results. In other words, nearly the whole range of agricultural life must follow the lead of reason or result in utter failure.

Can Agriculture give a favorable reply to the third test? It has been pretty clearly shown that the study of Agriculture is useful, also that it is a means of discipline for the mind. Our next inquiry is, What is there in the study of Agriculture which may be made to contribute to humanizing culture? Having shown itself so well adapted to the first and second requirements, namely, utility and mental discipline, it would seem at first thought a little strange if Agriculture should fail to meet the third requirement,—culture. In former times no further test would have been suggested, because when a study could answer to the demands of intellectual culture in so full a way as Agriculture does it would have considered itself justified as a branch of liberal education, and closed the argument. But standards to-day are higher than formerly. For that reason, if for no other, every new subject to be put into the course of study should be subjected to the closest scrutiny before it is adopted.

In the effort to find what answer Agriculture can make to the question, Has it a culture value? it will be needful for clear thinking that we have some sort of basis or test of what we mean by culture value. A subject has culture value when its material has organic relationship with the development of men for intelligent and effective service in and for civilization. The crucial point in this definition of culture is service in and for civilization. Applying this to Agriculture, our third question becomes this: Will the student of Agriculture become more serviceable in and for civilization? When stated in this way only an affirmative answer seems possible. But a little caution in our thinking here will be wise. The "service" must be both intelligent and effective. It must be intelligent to be effective. But to be effective for civilization requires a knowledge of that civilization. In order to serve well one must know whom he is to serve, and civilization is no easy master.

Civilization is that unit of diversified activities where we are wont to image all acting and thinking as one. It is a complex whole in which the multitude of occupations, industries and professions is seen to be interdependent, where all are for each and each are for all. To be of service in and for such an organism is no easy task. Such service requires, on the part of those in one calling, a knowledge of the wants and interests of every other considerable calling, a knowledge of the relationships existing between one's own calling and all others, and of the relationships among all other callings, and also the relation of the civilization of which he is a part to the other civilizations both past and present. In fact, service for civilization is little short of service for the race, and involves more or less appreciation of the noble things the race has done in its weary journey from savagery to civilization. This knowledge Agriculture cannot give. But this is not the final verdict. There is a sense in

which Agriculture has been in the past, is now and will continue to be of the highest kind of service to civilization. Though the study of Agriculture may not impart any knowledge of the world's fine art, contact with nature and mother earth nurtures the art impulse. Though the artistic symmetry of plants and animals, variety of shades in the colored woods, the ceaseless phantasy of the clouds can never bring the student of Agriculture into a knowledge of poetry, they will beget the poetic impulse. Though the student of animal instincts in the management of herds may never learn of the work of great generals or statesmen, he will imbibe the impulses of organization and leadership. In all these cases, when the opportunity comes the chances of the country-bred boy's being able to rise to the situation and do efficient service are many times greater than are the chances of his city-bred cousin. This is true in practically all lines of human greatness, in art, in invention, in statesmanship, in literature, and in war. Our own country's history is a living example of it. It was illustrated in a forceful way when twenty-nine out of thirty of the foremost educators in Nebraska stood up when the question was asked, "How many passed a good part of their youth on the farm?" This opinion is shared in by some very eminent men. William Dean Howells, editor of Harper's Magazine, in discussing the relative chances for greatness of those born in the city and those born in the country is unqualified in the opinion that the country boy has much the better chance. After showing that the laws of heredity and of logic ought to settle it in favor of the city boy, experience really settles it in favor of the country boy. In following the decision dictated by experience he goes on to say, "We find that it is not the child born amidst the refining and ennobling influences who most feels them. It is some child born as far as possible from them, in the depths of woods, or amidst the solitude of hills, who comes up to the city, and knows its grandeur for his own, the mate of his swelling soul, the companion of his high ambitions. He, and not the other child native to the home of civilization, is heir to its light. It is the alien born who takes the torch from it, and runs forward, and some other equally obscure in origin receives the sacred fire from him." This seems to teach that though the city is the magnetic center towards which greatness goes, yet the country is the perpetual source from which greatness comes. It also seems to teach us that the mind fed on a constant diet of excellencies is not inspired to equal, still less to surpass, the products of art and other human achievements which minister to it; and also that the mind nurtured among nature's rugged laws, where life is a daily struggle with the unseen of which the plant, or the animal or the storm, or the changing season is but the symbol, is ripened into a toughened fiber that gives it that most desired quality, efficiency. From this it seems fair to conclude that Agriculture has a valid claim for culture value.

This claim may be set forth in another way if we recall the

discussion relative to the exercise of the imagination. The simpler forms of imagination in which the child sees his own feelings shared in by the plants and animals of his acquaintance give the starting point for many if not all the noblest sentiments of the soul. The child's innate love of beauty in flowers enables the teacher to make garden-culture one of the most refining influences that can be brought into the life. By calling attention occasionally to the unselfishness of the plant in giving of its brightness and sweetness for our enjoyment and pleasure, the child can readily pass to the great moral lessons of kindness and self-sacrifice on the part of human beings for each other. This can be even more perfectly done in the study of domestic animals from the standpoint of the service they render us. The story of "Black Beauty" may well be called the "Uncle Tom's Cabin" in the crusade for Horses' Rights. This study of plant and animal life on the plane that raises the subject above that of practical usefulness gives one an insight into man's true place in nature. It also shows him his relation to a kind Creator. When it became necessary to show men how insignificant were their highest works of art, the great Teacher called attention to the lilies of the field, and when man would boast his own superiority he had to be told that no sparrow fell to the ground uncared for. The chances for cultured refinement of feeling and thinking are better among the flowers and herds of the farm than among the crowds of thickly herded men. In all things of the mind the source of greatness, at least of inventive greatness, continues to be the country. So fully impressed with this thought is editor Howells that he goes on to say: "It appears that a child born where he could first wittingly open his eyes upon a noble square, framed in by palaces whose frescoed and sculptured fronts should face in gardened spaces a lovely fountain with groups of statuary glimpsed through the leaves and waters, ought to feel the impulse of creative art far more than a child that first looks out on a barn and a hen-house, with a pump in the foreground, and a wood-shed straggling in the middle distance, and some cattle emerging from the background. Yet the chances are immensely that the farm-born boy will feel the divine influence, which will not visit the soul of the city-born child."

From the foregoing discussion it seems reasonable to conclude that, in reply to the first question—Is the study of Agriculture useful the answer is, Yes; in reply to the second question—Does Agriculture afford material for mental discipline? the answer is, Yes; in reply to the third question—Can Agriculture contribute to humanizing culture? the answer is, Yes. Thus do we see that from whatever point of view the subject is approached, Agriculture gives an affirmative answer to every test that can be applied to any subject, not excepting the richest, in any course of study.

RELATION OF THE GRADE TEACHER TO MUSIC INSTRUCTION IN THE PUBLIC SCHOOLS.

Paper read by C. A. Fulmer, Superintendent City Schools, Beatrice Nebraska, before the Department of Music Education, N. E. A., Asbury Park, 1905.

Music is reputed by its advocates to possess an educational value, but beyond the vague notion that it refines, people have, in the main, no views as to how it educates or why. No proposition is more universally established than that young people profit by hearing music and by taking part in it; and on no proposition is any rational or close analysis less often brought to bear.

The singing of songs in the public schools of America is thought by all classes of people to promote the pleasure and happiness of the pupils; incidental instruction in the rudiments of vocal music by the regular teacher is, in most schools, rather reluctantly tolerated as one of the demands of the complex civilization of the day; while the systematic course of study in vocal music directed by a supervisor who is a specialist is maintained as yet against considerable opposition, in fact, the faint murmers of acquiescence are scarcely heard amid the cries of "fad," "useless expenditure of public money," and "let such accomplishments be paid for by those who can afford them."

We can derive little encouragement from the fact that the American people appreciate music in such a vague way. We know from written history and we judge from folk-lore that music has always been appreciated after the same manner, and in some instances, to a greater and higher degree. The Greeks recognized music as a factor in education. Greece stands out prominently in history as a musical nation far in advance of peoples who preceded her, and who came for centuries afterward. During the dark ages when all mankind was groping about in utter bewilderment, chants in the secluded cloister, war songs, and perhaps the cheap but ever popular wares of the wandering minstrelsy, afforded some cheer, hope, and inspiration in the darkness. Then the Reformation came. Hymns were sung, the church choir was popularized, music became the people's possession for it could no longer be claimed exclusively by the monastery. Great masters arose, nations caught the fire, and the Old World broke forth into song. But when the echoes of the grand anthem died away many chided themselves for their unbecoming burst of emotion and relapsed into silence. The hush was of short duration, however, for the masters renewed their songs until civilized Europe was atune, and for the first time since Greece fell, music was appreciated for its educational value. During centuries, now, largely through the agency of the schools, this high standard has been maintained.

The Puritan brought no music to America, and the colonists, as a rule, on account of persecution and suffering, had no song in their hearts. Since colonial times we have been too busy in the scramble after the almighty dollar to pause for much consideration of this question. That progress has been made cannot be denied when the fact is considered that scarcely three centuries have elapsed since the Puritan exclaimed, "Away with the monkish music; it is all evil!" and now songs are sung every school day by 16,000,000 children in the schools of the United States.

But we are not yet a musical nation as, for example, Germany is or Greece was. We as a nation still consider music a pastime, an accomplishment for the rich or talented. If we ever become a musical nation, it must be accomplished through the training of the children. Leaders in music must unite in convincing the people with properly trained children as proof, that education in its fullest sense is the development of the human being mentally, physically, and psychically, and that the study of music gives this three-fold training and therefore is entitled to a place in the school curriculum. The magnitude of the undertaking is at once realized when you consider that this commercial age is not overly friendly to culture and it offers little encouragement to any subject taught in the common schools which does not clearly demonstrate its "bread-and-butter" value.

The begrudged support accorded to music instruction by school authorities and the people in general, and the common doubt of its real educational value, will not be lessened perceptibly as long as music leaders depend upon conservatories, private schools, individual lessons, conventions, and the unaided influence of supervisors to change the current of public opinion. Musicians may talk, sing, and resolve, for three centuries more and their efforts be known not far beyond the circle in which they move, unless they communicate with the people and accomplish their desired ends through the co-operation of the grade teacher whom they must first recognize and then inspire with their own enthusiasm. The grade teacher holds the key to the situation. The grade teacher is the real power in the public school system.

An army composed of undisciplined, untrained soldiers, even when commanded by a general who is himself an expert in military affairs, can hardly be called a good army. Even moderate achievements cannot be expected under such conditions. The whole army must be trained. The commander must be able to reach the private in the ranks through the colonels and captains. He must be able to inspire his soldiery through those who march and fight shoulder to shoulder, and he who adopts any other course fails. He may issue orders, he may direct, he may organize, but the execution of his plans must be accomplished by others. It is said that the success of a leader depends upon his ability to get others to work.

You can apply the illustration. The music supervisor must depend upon the grade teacher for results. She, under competent direc-

tion, can teach her pupils to the best advantage because she is more closely in touch with them and understands their individual natures.

I believe the far-reaching influence and value of supervision is overestimated in comparison with the work of the grade teacher.

It is almost impossible for a music supervisor to pass from grade to grade, now a high one and now a low one, without a break in the continuity of the instruction scheme and without a failure, partially or wholly, to adapt his language, manner, and teaching to the varying classes and ages. Those who have made a simple announcement in grades from the first to the eighth consecutively understand this difficulty of adaptation. There is a tendency to overestimate the ability of the lower grades and to underestimate the ability of the higher grades. Probably no one can instruct children of all ages with equal and uniform success.

The supervisor who gives all of the lessons taught in a school passes through the rooms in such rapid succession that there is little time to adjust the "sights" and as a result there is "over-shooting," "under-shooting," or "scatter-shooting." When the supervisor gives a part of the lessons and the regular teacher a part, there is a division of effort that tends to neutralize the influence of both. If in still larger schools the supervisor conducts recitations at rare intervals, because of the infrequency of such lessons little impression is made upon the pupils. There are prominent educators who think that model lessons given occasionally by specialists are apt to lower the pupils' estimation of their own teacher's ability to teach the subject. This is especially noticeable if the faults or mistakes of the teacher are criticized or corrected in the presence of the school. Not only this, but the model lesson is or ought to be appreciably better than the teacher can give and the contrast does not strengthen the confidence of pupils in the teacher. The grade teacher is of necessity an interpreter to clothe the lessons and directions of the supervisor in language and form suited to the immediate grade she has in charge. The larger the system of schools, the less can a supervisor hope to reach pupils as a class or as individuals, and the more he must depend upon a "middle man," so to speak.

Again, too often the supervisor has had little or no training in pedagogy or psychology and is not prepared theoretically even, to impart instruction to children. Many of the most talented musicians are entirely unqualified to teach in elementary schools where the simple, easy, yet so important steps must be taken. Conservatories and schools of music as a rule are turning out musicians and are not attempting to train them to teach teachers to teach. It is not their business to do this. A supervisor who lacks the essential characteristics of a teacher can accomplish nothing except through the agency of others. In fact, the regular teacher, trained by education and experience to teach school, and who possesses a fair knowledge of music can handle the subject much more effectively than the skilled musician who knows nothing but music in itself. It often

happens, too, that the person who has the finish and polish of the most technical musical education to the highest degree, cannot appreciate the necessity for extreme simplicity of instruction in elementary grades.

It may be said here, that those who desire to see the gospel of good music and its appreciation propagated, hail with delight the multiplying numbers of summer schools of methods and normal schools where teachers learn to teach public school music.

All this does not imply that the supervisor should not be an expert in his line, should not be a master of the theory of music, but that in addition to these really essential qualifications, he should be a trained educator, an organizer, a harmonizer, a leader who can inspire teachers to their best efforts. Yes, the supervisor must teach the teachers how to teach music.

A betterment of music instruction in public schools will result from a betterment in the music training which grade teachers receive before entering their profession and afterwards under the tutorage of a skillful supervisor.

If music instruction possesses a high educational value, and we believe it does, is there any valid reason why teachers should not prepare themselves to teach it? Speed the day when a knowledge of at least the rudiments of music shall be a legal requirement for certification. Already certain states have legislated on the subject as the following statistics taken from chapter X of the report of the Commissioner of Education for 1903 show. Examination in music is required for State Certificates in California, Iowa, Kansas, Minnesota, New Hampshire and North Dakota; for Probationary Elementary Grade Certificates in Massachusetts; for First Grade Primary Certificates in Washington; for Special County Certificates in New Jersey; while such an examination is optional for State Certificates in Missouri, and may be required for County Primary Certificates in Nevada.

When teachers must pass an examination in music for certification, the subject will cease to be considered an accomplishment and will be placed upon the same basis as arithmetic and geography. Just as long as teachers are not expected to make themselves competent to impart instruction in this branch of study, and the supervisor attempts to do all or nearly all of the teaching, just that long will music be considered uncommon, the gift of the few and an unessential part of the curriculum.

But some will say that when such conditions are realized supervisors will be needed no more than supervisors of reading and geography. On the contrary, when that time comes, supervision will be in the highest type professional.

So far nothing has been said of the large majority of schools too small or financially too weak to employ a specialist in vocal music. This number includes small towns, villages, and rural schools, in which are found approximately 66 2-3 per cent of the entire school enroll-

ment of the nation. In all of these schools music supervision is out of the question and the responsibility lies upon the regular teacher. In reality, only a few of the larger schools in each state have such advantages for all or part time. Eastern and central states, on account of denser population, consolidated districts, and greater revenue for school purposes, fare better in this respect than other states as a rule. In Nebraska, for example, whose educational system takes high rank, only twenty-six cities and towns have music supervision.

Reflection upon these statements may serve to remind us that as yet music instruction has scarcely touched the schools of America and that if the nation ever becomes musical we must enlist the active cooperation of the common school teacher. Not only this, but we are forced to acknowledge that the grade teacher must be depended upon to teach the children vocal music and in most cases without direction.

It is just as patent that supervisors must pin their faith to the same grade teacher. It is she who comes in touch with the real life of the pupils, who understands local conditions. It is she who day by day thinks and plans with the children and through them shapes public sentiment and moulds public opinion in the district. The leader who does not recognize these facts and direct his influence through her to the people has his lesson to learn.

It is the grade teacher who arouses a lasting interest in music and gets boys and girls to want to sing, and not the supervisor who reaches them so remotely. It is she who will convince the people that music has an educational value and that it is not an expensive fad.

The influence of the supervisor must flow as an electric current through the teacher to pupils and people, with a mutual confidence which acts as a faultless conductor. If the grade teacher is omitted in the calculation, the spark will never leap the gap which always exists between a supervising officer and the people themselves. It is the grade teacher who must be depended upon to create a musical spirit in America.

When we concede her overshadowing influence in the schoolroom and community, when supervisors learn to recognize her competency in handling children, when the efforts of the supervisor are directed towards the teaching of teachers how to teach, then music in our schools will be taught much more efficiently than it is now.

The supervisor is much, but the grade teacher is more. "She is the backbone of the teaching force," not excepting superintendent or any other supervising officer.

SUPPLEMENTARY READING AND SCHOOL LIBRARIES.

(Paper read by May Hopper, Nebraska Wesleyan University, before the Southeastern Nebraska Educational Association, Beatrice, 1906.)

There was once a time when this modern term "supplementary reading" was never heard. It was not because there was then nothing to supplement, but because there was nothing to supplement with. Imagine that barren period when there were no Whittier's poems, no "Evangeline," no "Sketchbook," no Bryant nor Lowell nor Holmes, when much of history was little more than a series of chronicles, and when a student could not be sent to consult an encyclopedia. The delightful nature-books, animal-books, Brownie-books, geography readers, Sunbonnet primers, garden of verses, and the whole family of poems and stories now so beautifully edited for children were as yet unwritten and unimagined. The "five essentials" stood all alone.

Gradually and cautiously new material was admitted into the schoolroom. But this dawning of larger things in school life was much delayed by the clouds of confusion, prejudice, failures, vague experimenting, ignorance of childlife, and half understood psychology. At present, however, the haze seems to be clearing away, and apparently the full day is about to come upon us.

One of the most hopeful signs of these enlarged resources of teacher and pupils is the interest now taken by nearly all educational journals in supplementary reading. Article after article on the subject appears, often narrow, immature, impractical, but showing nevertheless that the "stir of might" is at work, which will eventually result in a well-delevoped system, based upon the psychology of children's interests.

Another hopeful sign is the increased fraternity between the schools and the large public libraries. The libraries recognize, of course, that while they supplement the work that has been begun in the school, their success depends upon the success of the school. Every important library now has its children's department, and the smaller ones co-operate with the schools as far as possible. A librarian who is out of harmony with childlife is rarely tolerated.

Still another very favorable indication of enlarged advantages is the fact that authors of merit and reputation now recognize that children have a right to the best there is in literature. They take an interest in children's literature, and contribute to it freely.

It might be well at this point to inquire exactly what supplementary reading is. What does it supplement? How comprehensive is the term? It is more elastic than is often supposed. Instead of

simply eking out the scanty material of the reading books, it includes all additional reading that can be profitably joined to the regular text-book assignments on every subject. It embraces all lines of schoolwork, ethical as well as intellectual, and even makes up for the deficiencies of the teacher himself.

To be sure, a very important use for supplementary reading is the providing of convenient and interesting material for immediate classroom use, especially in the reading classes. Perhaps it may be supplied by a so-called supplementary reader. Perhaps it is simply an extra text-book used by the class in case the regular reader has become monotonous. Sometimes it is material furnished for that purpose by the educational periodicals, or matter selected from other papers at the discretion of the teacher. Too often it is regarded only as so many additional pages suitable for practice in oral reading. Now the oral or elocutionary side of reading is by no means to be neglected. But for the most part, supplementary reading in the class room should be for the purpose of giving pleasure and affording practice in gathering thought.

A second important use of supplementary reading is to reinforce the teacher's efforts to give information in all branches of study; generally a normal child, like the Athenians in the Bible, delights in telling or finding out some new thing. He will read extra pages in some other history text-book or a magazine article on the Philippines, or what the encyclopedia says about the inventor of geometry or the author of Gulliver's Travels. A child has a moral right to all the information he can assimilate and often it is in larger quantities than the teacher guesses. The teacher has **not** a moral right to deprive the child, even in a negative way of any knowledge which he could have obtained if he had only been directed toward it.

But he who sees in supplementary reading only a supply of interesting material for classroom use, or a convenient way of giving information is dwelling among shadowy foothills. A view from higher ground will disclose two far more important reasons for requiring this additional reading, namely the formation of the reading habit, and the cultivation of the ethical nature. President Eliot of Harvard says: "The schooling that does not result in implanting a permanent taste for good reading has failed in the main end of democratic education." When the habit of reading good books is once firmly rooted, a great stride has been taken in supplementing the efforts of teachers, parents, and all who are interested in the ethical development of the child.

Generally the school library is the main source of material for supplementary reading, and the teacher is the main factor in directing its use. A school library is of most value in the four lines mentioned in connection with supplementary reading, namely: **first,** direct aid in regular classroom work, **second,** as a source of information, **third,** as a factor in promoting a reading habit, and, **fourth,** as a means of giving moral culture.

The composition of a school library is perhaps discussed too frequently to need much comment here. There should first of all be reference books. There should be books for the lower grades as well as for the high school. The English department should not be stocked up with uninteresting classics to the exclusion of material for other departments or of general interest. There should be some fiction even in a small school library, because the child mind even more than the adult mind craves a certain amount of the romantic, and libraries, like courses of study, should be based upon the needs and capabilities of the readers.

The majority of teachers, however, have to deal with the school library as it already exists, rather than to have the pleasure of purchasing a new one from some ideal book list. The problem is how to make the best use of the books at hand. A library is a sort of tool in the hands of the teacher. Its efficiency varies according to the skill of the one using it. In the hands of a clever manipulator it is capable of producing marvelous results, but managed by an unskilled workman it will yield only what is homely and shapeless.

One of the most valuable kinds of supplementary work in school is that in connection with the library reference books. The student should be **taught how to use reference books.** We frequently have students come into our library who do not know how to use an encyclopedia. A dictionary is to them simply a book in which to find the meaning of words. All the markings which show whether a word is foreign, obsolete, or not in good use, and all the wealth of information in the back of an ordinary unabridged dictionary are as unexplored and useless territory. The Century Dictionary is unheard of, as are likewise the classical dictionaries, Poole's Index, books of quotations and facts, year-books, almanacs, and all publications of a similar nature. Many of them are unaware that the bound volumes of magazines are mines of wealth. Recently a girl who is a graduate of an accredited high school in this state was looking for some material for a paper assigned her by the professor of sociology. The librarian helped her to find several magazine references in Poole's Index and directed her to the shelves containing the bound volumes. Presently she came back and asked in a bewildered way: "Do I have to look in **different** things for each one of these?" Accustomed only to studying a definite number of assigned pages in her text-book, she had no idea whatever of independent investigation.

Not long ago I heard a librarian say she did wish schools would teach the students to know the difference between a table of contents and an index. Perhaps it may seem that all students would understand this simple distinction. Yet only a few days after I had heard this remark, a student who had been directed to find cer-

tain things by the index of the National Educational Association Reports was discovered laboriously going through the tables of contents.

A student may be excused for his ignorance of a library catalogue, because card-catalogues are not likely to be used in small libraries. But the catalogue would not be the source of so much perplexity and trouble if the student had been given his due share of training in the use of books and the investigation of subjects. A student ought to be so quickened in his intellectual conscience that he will be constrained to go to the dictionary, encyclopedia, or other reference book about every subject in which he is interested. Stanley Hall, quoting from Emerson, says: "If you have the most fleeting interest in anything whatever, you are grieving the Holy Spirit if you do not run to the library with all possible speed to feed that interest before it cools." Of course in this respect, as in all others, the teacher must sincerely practice what he preaches.

Another important use of the school library is to furnish material for actual recitation room work. For example perhaps a biographical sketch of Whittier, following a study of "Snowbound," may be accompanied by a request for each pupil to read and report upon some short poem of Whittier's not previously read, to be found in the library volume. Sometimes the teacher may read in class from the library books. If judiciously and beautifully done, this never fails to arouse interest. Often it is a good plan, especially in the lower grades to have the pupils give oral reports of what they have read. This is usually better than having written reproductions. The latter is often a rather deadening process, but telling the story to a company of interested listeners has a stimulating, vivifying effect, quickening the mental activities and ministering to a laudable desire to please and entertain.

Last week I heard an interesting lesson in what the children who were of the sixth grade in the training school, called their "supplementary reading class." They had spent the previous period in reading whatever story they chose from the book that had been given them. Then, as they were called upon, they stood in front of the class and told their stories in a surprisingly clear way, using a vocabulary that would have been a credit to a high school student. First, a bright-eyed little Miss gave a long Greek legend, including the riddle of the sphinx. Next, a boy, always called dull and stupid, was called upon. I expected a few disjointed sentences, but to my surprise he gave a clear pleasing story of a family of lions, warming to his subject as he proceeded, and taking a real delight in telling his story. The third speaker was a timid lad, bright enough, but afraid to talk. He took his place before the class with evident embarrassment at my presence. In a few minutes he seemed to forget all about everything except his story of the discovery of Lake Champlain, the search for the Northwest passage and the trouble with the Iroquois Indians. These three stories occupied the half-

hour—a time of great delight to the other children. They seemed to take plasure in the success of the speakers, but were uneasy at some ungrammatical expressions.

This teacher had nothing that could be called a library. The resources consisted of a few books on mythology and history that belonged to the teacher, a few lent by the pupils, and a number of sample copy readers sent to the school by different publishing houses. Yet from those few books, the children were getting a rich store of history and literature. A collection of books of this kind is within the reach of even the ungraded schools. Certainly where a well-chosen library is available, the work in supplementary reading may be much more effective.

Even a small school library ought to give, for one thing, a sort of familiarity with books in general, so that one need not feel awkward in their presence. Oliver Wendell Holmes said that as a child he had always tumbled about in a library and that later he had the same easy feeling among books that a stable boy has among horses. The student ought to get so that he will feel just in his element when he is among books. The very covers and the feel of the leaves ought to be suggestive of delightful possibilities, and stimulative of desire to investigate the contents. Stepping into a library ought to give some of the same delight that entering a toy-store gives to a lively child, even though he at that time have no money to buy. But he who is not accustomed to books feels no pleasure in their presence. A woman who entered our little library at University Place said in an awed half-whisper: "I never, never saw so many books in my life." She was uneasy while among them. She could no more have been made to feel at home in their company than an unlettered peasant in a roomful of philosophers or millionaires. She had not been brought up with books. They suggested no possibilities of pleasure to her. It was probably through no fault of her own, but nevertheless it was a decided disadvantage. He who is constantly abashed in the presence of either people or books misses the responsive companionship that is rightfully his. Books are companions to the ones who can enjoy them, but they seem haughty and cold to those who do not know how to approach or enjoy them.

Another important result of the school library is to make the student familiar with the reputation of books. Of course independent judgment as to the value of books can be developed only by a course in English. But a student has a right to know something of how books rank in the judgment of those who are supposed to know. Yesterday I heard of a woman who had been given a dollar to buy herself a present. Wishing to make the best use of it, she decided upon a book, and made her choice with deliberation. At first she considered Jack London's "The Call of the Wild," but later decided that it would be better to select a classic of the highest rank,

that had stood the test of time. She took home with her a volume of Augusta Evan's "St. Elmo." A little knowledge of the reputation of books would have kept her from including "St. Elmo" among the highest grade literature.

Our students frequently call for books that no school library would ever contain. They seem to expect to find Mrs. Southworth, Henty, Mary J. Holmes and the "Duchess" upon the shelves as naturally as Stevenson or Hawthorne or Eliot. This condition is in part the fault of home training and ideals, but it also is very largely the fault of earlier teachers.

I know a little girl of the fourth grade who in obedience to her teacher's suggestion, is making out a list of the main English and American authors. Many of their works she will not be familiar with for years to come but she will not feel in the presence of strangers when she sees their names on the backs of the books. Neither will she willingly admit new names to her list until she knows their reputation is established. To be sure it is of more importance to know the book personally than only by hearsay, but occasionally it is not a bad plan to know the reputation first. Perhaps this is not in harmony with that pedagogy that says never to teach a child anything until he is able to use it. But in the case of general knowledge of books, it is all right to teach a good deal more than can be used at the time. A book which is remembered by the student as having been in the school library, even if he has never read it, is always regarded as belonging to that select circle which he is willing to admit into the elite of his own bookshelves. The very title of such a book is its passport to favor.

Another important use of the school library is to establish a reading habit, that is, a habit of reading good things simply from pleasure and not from compulsion. What do the students read, is a question of great importance to both teachers and parents, and the very presence of a school library ought to help answer the question. Unless a student begins early to be a reader, he rarely acquires the habit later. But unless a student's tastes incline him toward reading, simply to turn him loose in a library is useless. It taxes all the ingenuity a teacher or parent possesses to beguile a boy or girl into reading unless he likes to read. An article in a "Chautauquan" says the best way is to graft a new interest on some interest already fixed. If a boy has a mania for collecting, let him collect stamps or something else that will arouse his interest in historical or scientific reading. If he cares only for making things, give him something like the "American Boy's Handy Book." In our library, boys who care nothing for the general periodicals, read the "Scientific American" nearly into holes every week. When a boy is all excited over pirates and wild Indians, he will read vigorous exciting books or nothing. Then is the time to give him Stevenson and Kipling, Stanley's Explorations, or the travels of Daniel Boone and John C. Fremont. When a girl is at the sentimental age, her emo-

tions must be taken into consideration. Wholesome, sweet stories like the Alcott stories or Mrs. Wiggins' books will minister to her tastes and at the same time furnish new, fresh, pleasant thoughts.

In every high school, and every other school there are some students who do not read at all, owing to lack of time and pressure of school work. They study, or think they study from morning until a late bedtime, not even looking at a daily paper. They do not discover what magazines are in the library nor find out the names of a single new book. They are conscientious in their course, feeling that they would be robbing their studies of their lawful time if they do any outside reading. Such students are in danger of most effectually breaking up the reading habit, instead of establishing and strengthening it. In such cases it is the teacher's business to suggest, assign, and otherwise inveigle the pupil into useful reading without causing him to do violence to his conscience—a thing always to be avoided.

On the other hand, there are nearly always some students who read too much. They read when they ought to be studying; read when they ought to be helping their parents; read when they ought to be sleeping. They live constantly in a glamor of unreality, and are peevish and unwilling to attend to their ordinary tasks. A girl told me recently that she loved above all things to read, and that she read every minute she could get. Her recitations showed that she probably read a good many more minutes than she could legally get for the purpose. Yet when asked to name some of the books, she could think of only a very few, and those were inane trash. A young man in our school is failing in his work. The remonstrances of his teachers and the advice of his friends seem to be of no avail. He has excellent ability and a good opportunity of study, but he is so addicted to novel-reading that his very will-power seems to be gone. He reads ordinarily good fiction if it happens to fall in his way, but most of his time is occupied with worthless stories that leave him restless, listless, and inattentive to the serious things of life.

The school library has its mission to students who read too much as well as to those who read too little. It can substitute good books for poor. It can supply material for the teacher to use in assigning detailed work that will necessitate careful study. The best antidote for poor reading is the substitution of a kind that will continue to interest but will also cause the student to exert his own powers.

Not long ago I had a class report all the books they could remember of ever reading. The students were of about the ninth grade, but with much more discrepancy in age than in a high school ninth grade. Thirty students reported a total of 1,711 books, making an average of 56. The largest number reported was 200, the smallest 14. However there were some students in the class who made no written report. Among these was a young man of perhaps twenty-

three or four. He said he thought he had read two or three books, but could not remember the names. He is studying for the ministry. Of the thirty who reported, ten, including the list of 200 titles, made no mention of history or biography. The most popular book of fiction was "Uncle Tom's Cabin," it being named by 24 out of the thirty. 22 gave "Black Beauty." There were 17 each of "Black Rock," Mrs. M. J. Holmes' books and Miss Alcott's. Sixteen gave "Pilgrim's Progress," 15, "Beautiful Joe," 14, Mrs. Wiggs of the Cabbage Patch" and "Robinson Crusoe" and 12 mentioned E. P. Roe's works. One young lady included fourteen of Roe's books. The Henty books were popular; "Ben-Hur" was frequently mentioned and also Sheldon's "In His Steps." Probably a third of the class had included one or more of the popular recent novels, especially the historical novels that appeared a few years ago. Dickens, Scott, Cooper and Irving were rarely spoken of. Only a few had read anything of Kipling or Stevenson. "Evangeline" was about the only poetry mentioned, and only one student spoke of anything in the essay line. The most noticeable things about these book-lists were the absence of historical and biographical books, and the presence of too much low grade fiction. Such results make a conscientious teacher feel that a great deal ought to be done by the library to promote better general reading.

The most important use of supplementary reading and the school library is that which is concerned with the ethical side of education —the side that ought to appeal mightily to every teacher. All education and all library work is directed toward better citizenship and higher character. An education that does not make people better is no true education.

The ethical influence of a library is felt in more ways than one. First, such investigations as even high school students can make in a library lead to independence of opinion. The student who examines both sides of a question for debate is in the way to become a man who does his own thinking, and a man who thinks for himself is not of the kind that compose mobs and engage in riots. Calm and patriotic, he examines and considers instead of being swayed by the opinions of wild politicians. Second, a library of well used reference books ought to do a good deal toward breaking up habits of mental laziness. A student who cannot make himself look up words in the dictionary may not miss very much knowledge, but every time he silences his dictionary conscience he is binding himself by a habit that will weaken him intellectually. A student who holds himself to looking up words, allusions, and historical references, is mentally enlivened so that he can think more clearly. His mind becomes trained to habits of activity instead of passivity. Bad mental habits are as weakening as bad physical habits. The world recognizes that when the physical laws of nature are violated, retribution follows, swift and proportioned to the offense. Yet the same persons will not recognize that lazy, slipshod,

wandering habits of thought are followed by equally sure retribution in the loss of mental power. I once heard a teacher say that most of us were mentally so lazy that we scarcely did five minutes of real thinking in a week. It sounds like an astonishing exaggeration, but a little honest self-examination shows that there is only too much unpleasantly astonishing truth. Third, a student who has become accustomed to investigate the questions of the day by the use of the school library is not likely to leave school with the opinion that education is an unpractical thing. His text-books alone may give him the idea that school work deals only with things of the past, but his supplementary work in history, civics, and science will show that it is highly a thing of the present. A student who leaves school considering the whole system of education as unpractical will be a dangerous citizen.

Fourth, and most important is the direct influence of the books themselves upon character. It is idle to say that a book, which he is enough interested in to read, has no influence. A girl who weeps over the woes of an imaginary heroine, or the boy who grows excited over the wild adventures of an explorer, loses or gains, according to the general tenor of the story. If the stirring of the emotions results in nobler thoughts and in aspirations to better living, the influence is good. If the paroxysm of emotion passes away, apparently leaving nothing behind it, the negative effect is debilitating and harmful. A good or bad book does not wield its influence by causing a conscious imitation of the specific deeds of the characters in the book. It does its good or harm mainly by causing a subtle change in one's ideals and his attitude towards life. The teacher who recommends a library book to a student is putting a new and influential factor into his life.

Perhaps in no respect, is the mission of the teacher and the library so potent as in the forming of ideals of scholarship, habits, industry, and character. But the teacher cannot give what he himself does not have. He cannot inspire his students to an investigative and scholarly attitude unless he himself is a reader and an investigator. It is often said that a love of books, music, pictures or nature is contagious. Generally students will catch something of a teacher's enthusiasm for anything whatever. He influences more by what he is than by what he says. If he is enthusiastic and earnest in his use of the library, his students will likely fall into a habit of reading much.

The supplementary reading required by teachers and furnished by the school library is perhaps more far-reaching in its moral results than anything else in the school course can be alone, because it is likely to have a greater effect in forming the ideals of the student. And the true teacher recognizes that nothing in this world is of so much importance as that the student have true ideals.

REPORTS OF COMMITTEE ON ENGLISH FOR THE GRADES —COMMITTEE ON ENGLISH FOR HIGH SCHOOLS—

Approved by Association of Superintendents and Principals of Nebraska, 1899

REPORT OF COMMITTEE ON ENGLISH FOR THE GRADES.

The following resolutions were adopted by the committee:

1. To report on the work of the first eight grades only.

2. To report upon the principles upon which a high school course should be based, leaving the working out of the plan to a future committee.

3. To make no attempt to outline all phases of English but to emphasize certain important ones, leaving others to be taken up later.

The purpose of the work in English should be (1) to secure freedom of expression, (2) to secure correctness of expression, (3) to enlarge the vocabulary, (4) to teach pupils to connect both oral and written expression with thought, and (5) to correlate literature with technical English as a medium for culture.

These five purposes involve many things, each of which is, in itself, of the utmost importance. With the first, however, the primary teacher is most concerned. It is easy to say, " encourage the child to express himself," but to do this in the best sense is an altogether different matter. To obtain freedom of expression there must first be created a desire for expression, and herein lies the teacher's paramount responsibility. To select those topics of conversation which come within the understanding and environment of the pupils requires much tact.

Every lesson in the curriculum is, in a certain sense, a language lesson, and as such should be borne in mind by the teacher. Care must be taken not to interfere with the thought or make thought impossible by untimely correction or criticism. Those points which need correction should be made note of and later should be drilled upon until the use of the correct form becomes a fixed habit.

The exercises in the elements of literature should be both constructive and interpretative, and as far as possible constructive, or synthetic, work upon each should precede the analytic, or interpretative.

Your committee beg leave to submit the following outline:

FIRST GRADE.

I. Technical English.

Drill in forms, based (1) on common mistakes and (2) on less familiar forms that need to be known for correct expression.

A. Capitals.—Beginning (1) sentences and (2) proper names; (3) the pronoun "I."

B. Punctuation.—(1) Period, (2) interrogation point, and (3) other marks, as needed, given incidentally.

C. Nouns.—(1) Possessive forms and (2) singular and plural forms of such nouns as children need to use.

D. Pronouns.—Use (1) of personal pronouns and (2) of nominative case after forms of the verb "to be."

E. Verbs.—(1) Simple tense forms, (2) compound tense forms which children need to use, and (3) correction of errors in agreement of verb with its subject in number.

F. Use of "a" and "an."

II. Constructive English.

A. Description.—The simplest description is merely a process of identification and tells (1) who or what it is, (2) where it is, and (3) what it is doing, if animate. The higher form of description is a process of visualization and can be introduced gradually as the development and condition of the pupils warrant. Have descriptions (1) of a pupil acting before the class, (2) of two pupils acting before the class, (3) of pictures, (4) of seeds, leaves, animals, weather, etc.

B. Narration.—(1) Of a simple action which has been performed before the class, (2) of experiences suggested by emotional words or phrases, and (3) of incidents which will be of interest to the class. In (2) have pupils tell as nearly as possible, (a) when it was, (b) where it was, (c) what he was doing, and (d) why he remembers it.

C. Reproduction.—Selections read to the children to have the thought reproduced. Allow no attempt at reproduction of the writer's language.

D. Hints.—(Effects)—(1) Have pupils give and interpret hints. (2) Have pupils give hints for teacher or class to interpret. (This is important, for here the pupil may be taught to give sufficient effect for the cause he wants assigned. He must be held to give only logical conclusions, also to be charitable in his interpretations. Much of this work will be in the nature of character effects.)

III. Interpretative English.

A. Hints.—(Effects)—(1) Make pupils familiar with hints by giving a great many for interpretation. (2) Have pupils select hints and give the interpretation. These may be taken from reading lessons, stories, and incidents. Very little material can be found in the reading books of this grade, but some can be obtained by careful selection and modification. (3) Have pupils select hints for teacher or class to interpret. See note under D. 2 above.

B. Emotional words and phrases.—(1) Selection of emotional words and phrases from lessons, poems and songs. Material may be found in the poems of such writers of child-verse as Lucy Larcom and R. L. Stevenson, and in the short poems now published in all the better grade of first readers.

Suggestions.—(1) Language work of the first grade should be entirely oral during the first half of the year. A very little written work may be given near the close of the second half. (2) When a technical term is needed, give the correct one. Use no terms, however, until needed. They mean nothing to pupils if forced. (3) Use the word "sentence" from the beginning, when sentence is meant. Avoid the incorrect use of the word "story." (4) See that the pupils of all grades observe the laws of selection, completeness, method, symmetry, and unity, so far as applicable to their age and development. (5) The technical work of the first five grades is based upon the idioms of language, and requires the incidental presentation of many facts of form and construction. This is incidental to the pupil only, and requires careful, thoughtful planning and presentation by the teacher. It must be by no means accidental.

SECOND GRADE.

I. Technical English.

A. Capitals.—(1) Review work given for First Grade and (2) teach the use of capitals in titles and poetry.

B. Punctuation.—(1) Review punctuation marks given in First Grade. (2) Quotation marks, (3) the apostrophe to denote possession, and (4) the comma in such sentences as children use.

C. Nouns.—(1) Possessive forms, both singular and plural. (2) Plural number formed regularly by adding "s" or "es" and such irregular plurals as children need to use. (3) Study spelling of such words.

D. Pronouns.—Work as laid out for the First Grade reviewed and extended.

E. Verbs.—(1) Review and extend work laid out for the First Grade. (2) Much practice in making the verb agree with its subject in number. (3) Teach the correct use as to meaning of such verbs as teach and learn, got and have, lie and lay, sit and set, etc.

F. Adjectives.—(1) The correct use of such descriptive adjectives as the children use. (2) Comparative forms where needed.

G. Sentence.—Teaching also subject and predicate.

II. Constructive English.

A. Description.—(1) Review and extend each point suggested for First Grade. (2) Visualization of persons.

B. Narration.—Review and extend each point suggested for First Grade.

C. Reproduction.—See that the pupil has the thought first, then expresses it in clear, concise language of his own. Reproduction from memory drill belongs elsewhere.

D. Hints.—Review and extend work as suggested for First Grade.

E. Types.—Animals, flowers, kinds of weather, seasons, etc., as types.

III. Interpretative English.

A. Hints.—Work as planned for First Grade reviewed and extended. There is more material found in the late readers for this grade than for the preceding. Such stories as "Helping Hands" and "Androcles and the Lion" are valuable. Others can be adapted.

B. Emotional words and phrases.—Extend work laid out for First Grade. Parts of "Hiawatha's Childhood," "Seven Times One," and similar poems can be used. Abundant material is to be found in all the late second readers.

Suggestions.—Most of the composition work for this grade should be oral. That which is written should be carefully planned and watched by the teacher. See that the first written work is correctly done. Avoid the formation of bad habits by obtaining careful, thoughtful, and correct expression in the beginning.

THIRD GRADE.

I. Technical English.

A. Capitals.—Use of capitals as given for First and Second Grades and other uses as needed for all written work.

B. Punctuation.—(1) Review marks given for preceding grades. (2) Apostrophe in contractions. (3) Period in abbreviations. (4) Hyphen in the division of a word at the end of a line.

C. Nouns.—(1) Careful work in all points noted for First and Second Grades. (2) Common and proper nouns.

D. Pronouns.—(1) See work for preceding grade. (2) Teach correct use of this, that, these, those and them.

E. Verbs.—(1) See outline for preceding grades. (2) Teach use of may and can, shall and will.

F. Adjectives.—(1) See preceding outlines. (2) Much drill in the use of comparative and superlative forms.

G. Adverbs.—(1) Study use of adverb with verb. (2) Correct common errors in use.

H. Prepositions.—(1) Teach use of at and to. (2) Correct errors in the use of prepositions.

I. Sentence.—(1) Subject, predicate and object. (2) Declarative and interrogative.

II. Constructive English.

A. Amplify all points suggested in outline for Second Grade.

B. Give frequent exercises in letter writing by assigning work in any of the elements, to be prepared in the form of a note or a letter. This should be continued throughout the grades, so that no pupil above the third grade shall be allowed to remain in ignorance of some approved form of a letter.

III. Interpretative English.

A. Hints.—Extend work of Second Grade. Select material from readers and elsewhere that sets forth concretely character-consequences without telling the child what he should be allowed to infer for himself, such as "The General and the Corporal" and "The Boy Who Tried." Many selections can be made usable by cutting out the moralizing paragraphs.

B. Emotional words and phrases.—Extend work of Second Grade. "The Death of the Flowers" and "Hiawatha's Sailing" are valuable for study. Draw on readers for all available material.

C. Figures.—Careful work on metaphors selected from the better grade of reading material, based upon previous study of types. See outline of Constructive English, Second Grade.

FOURTH GRADE.

I. Technical English.

A. Capitals.—(1) Review work of the preceding grades and (2) give all uses which are needed in reading and writing.

B. Punctuation.—(1) Note outlines of preceding grades and (2) teach use of exclamation point.

C. Nouns.—Extend work as laid out for preceding grades.

D. Pronouns.—(1) See preceding outlines. (2) Train in a correct use of relative and interrogative pronouns.

E. Verbs.—(1) See preceding outlines. (2) Teach correct forms of irregular verbs to be used with have, has, or had. Teach correct use of contracted forms such as don't, doesn't, etc.

F. Adjectives.—(1) Extend work of preceding grades. (2) Study formation of comparative and superlative degrees by use of "more" and "most," also (3) such irregular adjectives as are in common use.

G. Adverbs.—Extend the work as outlined for Third Grade.

H. Prepositions.—Extend work as outlined for previous grades.

I. Sentence.—(1) Review work for Third Grade. (2) Teach exclamative and imperative sentences.

J. Synonyms.—Study some of those in most common use.

K. Word-building.—Study words whose opposites are formed (1) by affixes and (2) by a different word.

II. Constructive English.

A. Review and amplify all points in outline for previous grades.

B. Condensation and elimination of "padding."

III. Interpretative English.

A. Hints.—(1) As given for preceding grades. (2) Teach pupils to discriminate hints which show effects of character and mood. "How Little Cedric Became a Knight" and "The Encounter with the Panther" contain good material.

B. Emotional words and phrases.—Amplify work of preceding grades. Good material can be found in all readers.

C. Figures.—(1) Extend work as outlined for Third Grade. (2) Personification studied similarly.

Suggestions.—By the end of the fourth year, the work in English should be nearly equally divided between written and oral exercises. Pupils of this grade should be able to give fairly good oral and written compositions on any points suggested in the outline. All written work should show correctly used capitals, punctuation, paragraphing, and spelling, within the limits of previous instruction. Do not expect long, finished products. Short exercises at frequent intervals are better for both pupil and teacher than those of greater length.

FIFTH GRADE.

I. Technical English.

A. Capitals.—(1) Review work of previous grades. Drill on the use (2) with quotations and (3) with names of months and days.

B. Punctuation.—(1) Review work of previous grades. Teach use of comma (2) in connection with short quotations informally introduced and (3) in series of words in the same construction. (4) Hyphen in common words. (5) Use of caret. (6) Dash before name of author.

C. Nouns.—Extend work of preceding grades.

D. Pronouns.—(1) Review work of preceding grades. (2) Teach use of each and every, either and neither.

E. Verbs.—(1) Review work of preceding grades, especially irregular forms. (2) Teach use of progressive form; use of complete form (3) to show the condition of the subject and (4) to show that the subject receives the action; (5) the agreement of verb with subject.

F. Adjectives.—(1) Review work of preceding grades. (2) Extend work in comparison. (3) Teach use of each and every, either and neither.

G. Adverbs.—(1) Review work of preceding grades. (2) Teach use with adjectives and other adverbs. (3) Comparison. (4) Correct the use of double negative.

H. Prepositions.—(1) Extend work of preceding grades. (2) Distinguish "in" and "into" as to meaning and use.

I. Conjunctions.—Drill in the use of and, like, and as, either and or, and neither and nor.

J. Sentence.—Drill on work as outlined in preceding grades.

K. Synonyms.—Study extended.

L. Word-building.—Simple exercises.

II. Constructive English.

Exercises in

A. The visualization of persons continued.

B. Exercises in simple visualization of places.

C. Combinations of visualization of places and persons.

D. Character effects continued.

E. Combination of visualization of persons and character effects.

F. Study of emotional words and phrases continued.

G. Studies in types continued.

H. Simple fact statements to be told in an interpretative way.

I. Effects of incident discriminated.

J. The theme of pictures, simple stories, and poems to be used as the basis of written lessons.

III. Interpretative English.

All elements as previously presented in the constructive exercises are to be made the basis of drill in connection with the regular reading lessons. The pupils are to be sent to the library and elsewhere for additional material.

SIXTH GRADE.

I. Technical English.

A. Capitals. (1) Review work of preceding grades. Teach use (2) with titles and abbreviations and (3) with names of the Deity.

B. Punctuation.—(1) Review work of preceding grades. Teach use (2) of period after Arabic figures numbering paragraphs, (3) of colon before formal enumeration or quotation, (4) of semicolon before as, viz., etc., (5) Comma with interposed elements, (6) to denote the omission of a word, and (7) with series of any kind. (8) Double quotations. (9) Dash after side-headings. (10) Parentheses. (11) Apostrophe to form plural of letters, characters, etc.

C. Nouns.—All classes and inflections and the four principal uses.

D. Review use of verbs, pronouns, adjectives, adverbs, prepositions and conjunctions as outlined in previous grades.

E. Drills in abbreviations of titles and in contracted forms. Extend list.

F. Extend work in synonyms and word-building.

II. Constructive English.

A. Extend work in all elements as outlined for Fifth Grade.

B. Combine visualization of places and persons with character effects.

C. Make special study of mood effects.

D. Combine mood effects with other elements.

III. Interpretative English.

Study of all elements in connection with regular reading lesson. Special studies of masterpieces of literature, such as "To a Waterfowl," "Tanglewood Tales," "The Kentucky Cardinal," and other available material.

Suggestions.—The exercises in constructive English in the Fifth and Sixth Grades should be made brief and should occupy about half the time given to English each week. Much of it should be in the form of letter writing.

SEVENTH GRADE.

I. Technical English.

A. Capitals.—(1) Review work of preceding grades. (2) Teach use with names of things personified.

B. Punctuation.—(1) Review work of preceding grades. Teach use of comma (2) with oppositive elements and (3) at the end of a long subject when necessary to make the meaning clear. (4) Dash to show sudden change of thought and (5) at the end of the line to show that the sense is incomplete. (6) Brackets.

C. Review noun and verb, as previously studied.

D. Complete the study of noun, pronoun, and adjective.

E. Extend work in synonyms, word-building, abbreviations, and contractions.

F. Simple sentence analysis.

II. Constructive English.

A. Extend work as outlined for previous grades, enlarging especially upon visualization of places.

B. Exercises in the visualization of groups.

III. Interpretative English.

Where readers are used, the material can be found in them for much of the work, though supplementary studies will be of assistance, such as "Evangeline," Chapters from "Cuore," "How They Brought the Good News from Ghent to Aix," "The Twenty-third Psalm," etc.

EIGHTH GRADE.

I. Technical English.

A. Review use of capitals with summary of rules.

B. Punctuation.—(1) Review work of preceding grades. Use (2) of colon in compound sentences; (3) of semicolon in compound sentences; of comma (4) with transposed elements, (5) with independent elements, (6) in compound sentences; (7) a quotation within a quotation of single marks; (8) dash instead of parentheses. (9) A summary of all rules of punctuation with illustrations, to be used as a review.

C. Review etymology in connection with summary of rules of syntax.

D. Complete study of verb, adverb, preposition and conjunction.

E. Complete study of analysis of sentences.

F. Extend work in synonyms, word-building, abbreviations, and contractions.

G. A brief history of the English Language to be given.

II. Constructive English.

A. Extend work as outlined in previous grades.

B. Combine the study of groups with all other elements.

C. Studies in force.

D. Discriminative use of kind and degree effects.

Suggestions.—The time given to constructive English is twenty minutes daily in the Seventh Grade and fifteen minutes in the Eighth.

III. Interpretative English.

Most schools must depend upon outside sources for material for much of this work, owing to the general absence of suitable readers in the Eighth Grade. The most valuable material for studying effects in this grade is "The Bonnie Brier Bush," which can be obtained in inexpensive form. "The Famine" is valuable for the study of figures and suggestive words. "The Bunker Hill Oration" may be used for force. "The Chambered

Nautilus" is appreciated by the pupils for the study of the theme, "Snow Bound," "Among the Hills," "Songs of Labor," and "The Lady of the Lake" are good general studies.

Respectfully submitted,

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Committee.

REPORT OF COMMITTEE ON ENGLISH FOR HIGH SCHOOLS.

The course here given is a continuation of the outline prepared for the grades last year, and it embodies the same fundamental purposes. All work in English should secure freedom and accuracy of expression and an appreciation of the ennobling things in literature.

The most careful guidance is needed along each line mentioned. The teacher should strive for freedom in writing. Do not limit or cripple the student by prescribing a theme of a particular length.

The committee is of the opinion that the pupils should be asked, or at least advised, to buy their literature books.

The committee would recommend that a minimum of four hours per week the first year, and three hours per week the three following years, be given to the subject of English in the high schools.

Your committee begs leave to submit the following report:

NINTH GRADE.

I. Technical English.

1. Grammar study. A review of principles and inflections adapted to the needs of the class. Grammar for use rather than discipline is intended.
2. Capitalization.
3. Punctuation.
4. Abbreviations.
5. Forms of composition.
   a. Heading.
   b. Margin.
   c. Indention of paragraphs.
   d. Folding and indorsement.
6. Marks for correction of essays.
7. Review of ordinary letter forms.
8. Etymology as occasion arises.
9. Orthography and orthoepy incidentally.
10. Tense formation.

II. Constructive English.

1. Extend the work as outlined in the preceding grades.
2. Description. A study of individual and class visualization.

   Suggested Exercises.—As an example of individual visualization, ask the student to visualize some friend or prominent character in town; as an example of class visual-

ization, he may describe briefly, by the use of class characteristics, a policeman and a doctor. Many exercises of a similar nature will suggest themselves to the teacher.

3. Individual and class characterization.
4. Visualization of places continued.
5. Visualization of interiors.

   Suggested Exercises.—In connection with this topic the student may be asked to write several themes in which the visualization of the room will suggest the character of the occupant.

   These exercises should not be given until the student has written effective descriptions of several rooms.

6. Mood study continued and extended.

   Suggestions.—As occasion arises, the work in technical English should be done in connection with the constructive work.

   In all written work, consider natural and easy expression of chief importance.

   It is also advised that every written exercise be carefully corrected by the teacher, and then returned to the pupil.

III. Interpretative English.

1. Continue the study of poetic and emotional words. Explain the various classes and have the student bring examples of each class. Then begin "Evangeline," emphasizing the study of words. See Dr. Sherman's "Elements of Literature," and "The North-Western Journal of Education," for September and October, 1896.
2. Continue the study of "effects" of kind and degree.
3. Study of types.
4. Prose, poetic, and emotional phrases. A study of the borrowed element in figures and figurative phrases.

   Suggestions.—Have the student bring examples, such as "sighing treetops," and ask him to explain the derivation and force of the borrowed element in each example. Apply this work to the selections studied during the year.

5. A more extended study of the elements.

   Suggestions.—Selected poems from Tennyson, such as "The Lotus Eaters," "The Passing of Arthur," and "Sir Galahad" may be used very effectively in the study of figures, phrases, and words.

6. The following points should be carefully studied in connection with all books assigned: (a) the author's meaning; (b) the central thought or purpose; (c) is the interest of the book mainly in the characters or in the incidents?

   "Marmion," "The Cricket on the Hearth," "Sohrab and Rustum" and "The Lady of the Lake" may be studied in the

same manner as the work already outlined, but none of these selections furnish sufficient material for the study of characterization. "Captains Courageous" might be used for the study of effects in this grade.

7. Selections for reading at home.

Each student will select from this list and report as directed.

a. Hawthorne: The Gray Champion, The Gentle Boy, Endicott and the Red Cross.
b. Longfellow: Tales of a Wayside Inn.
c. Poe: The Goldbug, The Purloined Letter.
d. Dickens: A Christmas Carol.
e. Scott: The Talisman, The Lady of the Lake.
f. Cooper: The Last of the Mohicans, The Spy.
g. Hughes: Tom Brown's School Days.
h. Franklin: Autobiography.
i. Hale: The Man without a Country.
j. Dickens: Nicholas Nickleby.
k. Dodge: Hans Brinker.
l. Stevenson: Treasure Island.
m. Bayard Taylor: Lars.
n. Warner: Being a Boy.
o. Eggleston: The Hoosier Schoolmaster.
p. Dana: Two Years before the Mast.
q. Porter: Scottish Chiefs.
r. Dickens: The Old Curiosity Shop.
s. Eggleston: American War Ballads.
t. Irving: Life of Washington.
u. de Amicis: Cuore.

TENTH GRADE.

I. Technical English.

In this grade attention should be given, as the needs of the pupils demand, to the points mentioned in the Ninth Grade. While instruction in technical matters should now be incidental, it should by no means be neglected. A list of common errors in English is here given for the use of both teacher and pupil in the revision of exercises.

1. Misplaced modifiers.
2. Lack of concord.
   a. Subject and verb.
   b. Adjective and noun.

c. Pronoun and antecedent.
d. Subject and complement.
e. Principal and subordinate verb.

3. Mistakes of case.
4. Mistakes of mood.
5. Misuse of shall and will.
6. Adjective or adverb.
7. Conjunctions and prepositions.
8. Reference of pronouns.
9. Unrelated participles.
10. Double negatives.
11. Wrong verb forms.
12. Improprieties and barbarisms.

II. Constructive English.

1. Conversation that characterizes.

Suggested Exercise.—Ask the student to introduce two or more characters into his theme, and make the reader understand the character of each by means of the conversation.

2. Conversation that shows mood.
3. Visualization and characterization of a crowd.
4. Associational themes.

Suggested Exercises.—Describe a place in such a manner that a stranger would wish to see it. Describe a place or a room in such a manner that the associational feelings are sad. Many exercises of a similar nature may be assigned.

5. Character through mood.
6. Write character sketches, selecting as subjects the various characters found in "Elaine."
7. During this and the following year the fundamental principles of good composition should be systematically presented. The main stress should be laid upon numerous short themes and occasional longer ones. Paragraph themes in descriptions of persons, places, and objects within the experience or observation of the pupil may be continued. Point of view, selection and arrangement of details, vividness and accuracy should receive attention.

III. Interpretative English.

"Tales of a Traveler," "The Vision of Sir Launfal," "Twice Told Tales," and "Elaine," and other Idylls constitute representative selections for study in this grade. These books or their equivalents may be used.

Study "Elaine," emphasizing the work on effects. See articles in "North-Western Journal" for 1897.

Written preparation on the part of the student should be required.

Excellent results may be obtained by reading "Elaine" and several of the other Idylls, omitting as deemed advisable, the first selections mentioned.

Examples of the mode of association may be found in "The Tales of a Traveler." This book will furnish also some material for the study of the story. The mode of mystery may receive attention here.

The author's meaning, the central thought or purpose, and the selection and order of details, should be studied in connection with all books assigned for this grade.

Selections for reading at home:

Irving: The Alhambra, Selections from the Sketch Book.

Whittier: Snowbound, Among the Hills.

Goldsmith: The Deserted Village.

Hawthorne: The Old Manse, The Old Apple Dealer, House of Seven Gables, The Marble Faun.

Lowell: An Indian Summer Reverie, The Oak, Beaver Brook.

Bryant: The Forest Hymn and others.

Poe: The Fall of the House of Usher, The Domain of Arnheim.

Blackmore: Lorna Doone.

Stevenson: Travels With a Donkey, An Inland Journey.

Smith: A White Umbrella in Mexico.

Allen: A Kentucky Cardinal.

Brown: Rab and His Friends.

"Ouida": A Dog of Flanders.

Wordsworth: Michael, Hart-Leap Well.

Byron: Childe Harold.

Kipling: The Jungle Book.

Warner: A-Hunting of the Deer.

Wallace: Ben Hur.

ELEVENTH GRADE.

I. Technical English.

The directions for work in the Tenth Grade should here be followed. Attention should also be given to polite correspondence and to forms for official and other business.

II. Constructive English.

1. Subordination.

Suggested Exercises.—Write themes introducing conversation between two people, and make prominent the mode of subordination.

Many kinds of exercises under this topic may be assigned.

2. Interpretative writing.

Suggested Exercises.—Write short themes in which such prose statements as "it is winter" are expressed in the feeling way.

3. Negative characterization.

Suggestion.—The student should introduce first character hints which give the reader a mistaken impression. Hints which establish the true character should then follow.

4. Write a short original story.

5. In this grade an attempt should be made to enlarge upon and complete the study of fundamental principles begun in the preceding grades.

Suggestions.—Narrative descriptive themes, plot, character, and mood. One element should be considered at a time and many short exercises be prepared and discussed. A theme of some length may be undertaken near the close of the year. These themes should be carefully criticised and revised in the light of all previous work.

The note-books in the study of literature should be regarded as part of the composition work, and time should be allowed for their careful preparation.

III. Interpretative English.

The following selections contain material suitable for the Eleventh Grade: Browning, Selected Poems; Maclaren, "Beside the Bonnie Brier Bush;" Chaplin, "Eli," "The Village Convict." If time permits, one of Tennyson's Idylls or its equivalent, may be read. It is suggested that the selections be studied in the order mentioned above.

The stories of "Eli" and "The Village Convict" will furnish excellent material for a study of visualization, character and mood. They may also form a basis for the study of story construction.

It is assumed that topics suggested before will be here kept in mind, and adapted to the particular selection of prose or verse in hand. The setting, the structure, the elements used, the plot, and the central thought will suggest topics in addition to those already mentioned.

Selections for home reading:

Goldsmith: The Vicar of Wakefield.

Dickens: David Copperfield, and Oliver Twist.

Thackeray: Vanity Fair.

Muloch: John Halifax.

Scott: Heart of Midlothian, Old Mortality.

Howells: The Rise of Silas Lapham.

Wilkins: A New England Nun.

Barlow: Irish Idylls.

Stevenson: Master of Ballantrae.

Barrie: A Window in Thrums.

TWELFTH GRADE.

I. Technical English.

1. Intensive work in grammar. Six or eight weeks should be given to this.

II. Constructive English.

1. Exposition. Occasional themes should be written outside of class. Personal consultation and class criticism should constitute important features not only of this particular topic but also of all the work in English.
2. Argument. Nature and purpose. Kinds. Order. Climax.
3. Actual practice in debate.
4. The constructive work of the Eleventh Grade should be continued.

III. Interpretative English.

The minor poems of Milton, "Paradise Lost," I and II, "Silas Marner," and "Macbeth," or their equivalents are recommended as suitable books for the work in this grade.

The play of "Macbeth" should be studied with Dr. Sherman's analytic questions. A note-book should be used by the student, and written work handed in at each recitation.

"Silas Marner" will furnish material for the study of the novel.

If time permit, the minor poems of Milton, and "Paradise Lost," I and II, may be taken up for additional study.

The committee thinks it best that all the interpretative work of the Twelfth Grade should be given consecutively in the first semester; and that the technical and constructive English should occupy the second semester.

Suggestion.—Those high schools that do not continue the work beyond the Eleventh Grade may omit some of the selections mentioned in the Ninth, Tenth, and Eleventh Grades, and select for the last year's work Macbeth or other desired topics from the work as outlined for the Twelfth Grade.

Selections for home reading:

Emerson: Friendship, Self-Reliance.

Wordsworth, Coleridge, Byron, Keats, Shelley.

Burns: Selected poems.

Arnold: On the study of Poetry, Culture, and Anarchy.

Holmes: The Autocrat of the Breakfast Table.

George Eliot: Romola, and Adam Bede.

Addison: Sir Roger de Coverley.

Ruskin: Of Kings' Treasuries.

Lamb: Essays of Elia.

Tarbell: Abraham Lincoln.

Hawthorne: Our Old Home.

Shakespeare: The Tempest, A Midsummer Night's Dream, As You Like It, Twelfth Night.

Ollivant: Bob, Son of Battle.

Thompson: Wild Animals That I Have Known.

Scott: Ivanhoe.

Kingsley: Westward Ho!

The Committee is indebted to Mr. J. F. Hosic for the Home Readings and the work on technical English.

WILL S. HEITZMAN, Chairman,
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Committee.

CONSOLIDATION OF SCHOOLS.

To overcome the many disadvantages in the present rural school system in Nebraska, and for the purpose of giving every farmer's girl and boy in this noble commonwealth opportunities equal to those of the girls and boys of the village and city, we recommend to the careful consideration of every rural school board and to the fathers and mothers in these rural districts the consolidation of schools and the transportation of pupils. Consolidate, or centralize, the weak districts into a common central school, conveying the pupils from every part of the greater district or the congressional township to and from the central schools by means of covered vans or wagons, in charge of clean, capable, careful drivers. Such a plan would now be legal, as the six-mile limit in the formation of school districts has been removed. And we already have the transportation law. Notice the following provisions of Nebraska School Laws.

1. One district may be discontinued, and its territory attached to other adjoining districts, upon petitions signed by one-half of the legal voters of each district affected. (Subdivision 1, section 4, fourth condition.)

2. The six-mile limit in the formation of school districts has been removed, and districts may now be formed extending more than six miles in any direction.

3. The district board may (and usually should) close the weaker and smaller schools in a district and transport the pupils at public expense to any other school in the district. A board of education of a city, or a board of trustees of a high school district, by a two-thirds vote of the entire board, or a district board of any school district in this state when authorized by a two-thirds vote of those present at any annual or special meeting, is hereby empowered to make provision for the transportation of pupils residing within said district to any other school (within said district) to which said pupils may lawfully attend, whenever the distance from such schools shall render it impracticable for said pupils to attend without transportation. (Subdivision 5, section 4b.)

4. Or, the district board may close school and transport their pupils at public expense to a neighboring district without forfeiting the state apportionment. A board of trustees of a high school district, or a district board of a school district in this state, when authorized by a two-thirds vote of those present at any annual or special meeting, is hereby empowered to contract with the district board of any neighboring district for the instruction of (all) pupils residing in the first named district in schools maintained by the neighboring district, and to make provision for the transportation of said pupils to the

above-named school of the neighboring district under the conditions named in the preceding section; Provided, That school districts thus providing instruction for their children in neighboring districts shall be considered as maintaining a school as required by law; Provided, further, That the teacher of the last named school shall keep a separate record of attendance of all pupils from the first named district and make a separate report to the director of said district.

MANNER OF PROCEDURE IN CONSOLIDATION.

The consolidation of school districts is one of the most important and delicate of the superintendent's duties, always to be performed with great care and deliberation. It must not be confused with the discretionary power of the superintendent to create a new district from other organized districts upon petition signed by one-third of the legal voters in each district affected. See condition first, section 4, subdivision 1. The creation of a new district under this provision will not permit the discontinuance of a single district. The consolidation of school districts contemplates the discontinuance of one or more districts every time a consolidation is perfected. "One district may be DISCONTINUED, and its territory attached to other adjoining districts (or district), upon petitions signed by one-half of the legal voters in each district affected." See fourth condition, section 4, subdivision 1.

It must be remembered that the petitions for the consolidation of two or more school districts shall contain an exact statement of what changes in district boundaries are proposed. The notices of said petition shall be likewise specific relative to changes proposed. Said notices shall be posted in three public places, one of which places shall be upon the outer door of the schoolhouse, if there be one, in each district affected, or territory not organized into districts proposed to be attached to an existing district, at least ten (10) days prior to the time of presenting the petitions to the county superintendent; provided, that changes affecting cities (districts organized under subdivision 14 or 17) shall be made upon the petition of the board of education of the district or districts affected.

Suppose districts Numbers 1, 2, 3 and 4 of a certain county desire to consolidate with district No. 5. Separate petitions must be circulated in each of these districts, 1, 2, 3 and 4, asking to be discontinued and to have its territory attached to district No. 5, which district shall retain its old number. Four separate petitions must also be circulated in district No. 5; one asking that the territory in district No. 1 be attached to district No. 5; one asking that the territory in district No. 2 be attached to district No. 5; one asking that the territory in district No. 3 be attached to district No. 5; and one asking that the territory in district No. 4 be attached to district No. 5. This plan is somewhat cumbersome, it is true, but under the existing statute it is the only legal way. The consolidated district shall take the number of the said district No. 5, and be under the control of

its officers until the annual meeting when it may organize as a high school district, provided, it contains more than one hundred and fifty children between the ages of five and twenty-one years. See section 1, subdivision 6, School Laws, 1901.

The county superintendent must either grant the petition asking for the annexation of territory to a certain district as it comes to him, or reject it. He cannot attach a part of the territory mentioned in a petition and reject the remainder of it.

Where several districts are consolidated, the new district not only becomes invested with the property rights of the former, but also becomes answerable for their debts. This includes bonded indebtedness as well as all other obligations. For the court's decision and exposition of the law on this question, see 15 Nebraska Reports, pages 1 to 7 inclusive.

After several districts have been consolidated, any property may be sold by the district board of such district when authorized and directed by a two-thirds vote of the qualified voters, present and voting, at any annual or special meeting; and when real estate is sold the district may convey the same by deed, signed by the moderator of the district, and such deed, when acknowledged by such officer to be the act of the district, may be recorded in the office of the recorder of deeds of the county in which the real estate is situated, in like manner as other deeds.

The plan of consolidation or centralization of rural schools contemplates the discontinuance of the small schools within a given area and the maintenance of one graded school instead at some point near the center of the united school districts. The irregular attendance, repeated tardiness, lack of interest, lack of organization, poor equipment, and other common conditions associated with the small school of many years ago is yet continued in too many of the small school districts of Nebraska.

Consolidation proposes to discontinue these small districts as separate organizations and to establish in lieu thereof one central graded school with from eight to ten or more grades, having a well constructed school building which is correctly lighted, heated, ventilated, and seated, and properly equipped with a principal and such other teachers as are necessary, with pupils properly classified and graded and distributed according to grade in different rooms where they are taught by teachers especially qualified for handling their particular department, thus doing away with the "putting back" of pupils term after term by the new teacher on account of poor classification or no classification at all, or poorly kept records. Consolidation contemplates the transportation of pupils by public conveyance to and from the schoolhouse daily. The consolidated school district board of education is elected from the entire consolidated district. The better and more regular attendance of a large number of pupils, the

more systematic progress made, and the conditions conducive to better care of health, increased interest, contentment and happiness on the part of the pupils are results sought in consolidation.

ARGUMENTS FOR CONSOLIDATION.

1. It insures a much larger per cent of enumerated pupils enrolled.

2. Reduces irregular attendance.

3. Prevents tardiness among transported pupils.

4. Pupils can be better classified and graded.

5. No wet feet or clothing nor colds resulting therefrom.

6. No quarreling, improper language, or improper conduct on the way to and from school.

7. Pupils are under the care of responsible persons from the time they leave home in the morning until they return at night.

8. Pupils can have the advantage of better schoolrooms, better heated, better ventilated, and better supplied with apparatus, etc.

9. Pupils have the advantage of that interest, enthusiasm and confidence which large classes always bring.

10. Better teachers can be employed, hence better schools.

11. The plan insures more thorough and more complete supervision.

12. It is more economical. Under the new plan the cost of tuition per pupil on the basis of total enrollment has been reduced from $16.00 to $10.48; on the basis of average daily attendance, from $26.66 to $16.07. This statement is for the pupils in subdistricts Nos. 10 and 13, Lake county, Ohio.

13. It permits a better grading of the schools and classification of pupils. Consolidation allows pupils to be placed where they can work to the best advantage, the various subjects of study to be wisely selected and correlated and more time to be given to recitations. Pupils work in GRADED schools, and both teachers and pupils are under systematic and closer supervision.

14. It affords an opportunity for thorough work in special branches such as drawing, music and nature study. It also allows an enrichment in other lines.

15. It opens the door to more weeks of schooling and to schools of a higher grade. The people in villages almost invariably lengthen the school year and support a high school for advanced pupils.

16. It affords the broader companionship and culture that comes from association.

17. It quickens public interest in the schools. Pride in the quality of work done secures a greater sympathy and better fellowship throughout the township. The whole community is drawn together.

18. Public barges used for children in the daytime may be used to transport their parents to public gatherings in the evenings, to lecture courses, etc.

19. Transportation makes possible the distribution of mail throughout the whole township daily.

20. By transportation the farm again, as of old, becomes the ideal place in which to bring up children, enabling them to secure the advantages of centers of population and to spend their evenings and holiday time in contact with nature and plenty of work, instead of idly loafing about town.

21. The teacher's work is so well organized that the average recitation period is trebled.

22. One or two large families cannot "freeze out" the teacher.

23. The farmer and his family are more content with their self-sustaining occupation.

24. Ethical culture is afforded free from the dissipations of social life as manifested in cities.

25. Parents who are observant say that the cost of shoes worn out in walking to the separate schools and the cost of medicine and doctors' bills more than pay for the transportation.

26. Transportation makes it easier to maintain a quarantine in case of disease and prevent the spread of contagion.

27. By centralization there will be fewer and better teachers in our schools. It will be a case of the survival of the fittest. Better salaries will be paid those who do teach, thus enabling a person to make it possible to acquire a high school and normal training before attempting to teach.

28. By centralization all the children have the same chance for higher educational advantages, which under the present plan only five or ten persons are able to get by leaving home and going to the city.

29. By centralization we go a long way toward the solution of the problem, "How to Keep the Boys on the Farm." We bring to the farm that which he goes to the city and town to secure. Such a school may become the social and intellectual center of the community life. With a library room, music, debating club, etc., our boys and girls will hesitate to leave home and such a school for the uncertainties of city life. Centralization will not only keep the boys on the farm but it will help to keep the big boys in school.

Arguments against consolidation are generally based on some of the following reasons: 1. Natural proneness of some people to object to the removal of any ancient land mark or to any innovation, however worthy the measure or however well received elsewhere. 2. Local jealousy on the part of some who fear that some other section of the proposed centralized district will have greater advantages than that of their own, even though the conditions for themselves and

their locality are greatly improved under consolidation. 3. Failure to understand the plan and appreciate the benefits of consolidation on the part of persons, who, if acquainted with the principles, conditions, and results of consolidation, would favor it.

PRESENT CONDITION.

The tendency of recent years to abandon the rural school and send children to the town or city school, has resulted in a lack of interest in the rural school and a failure on the part of many people to appreciate the advantages of a rural school if properly encouraged by proper organization and management.

We have great faith in the rural school in what it may do for the individual pupil, but the average result secured does not compare so well as it should with the work of our best town and city schools, and we cannot expect comparative results to be satisfactory under present conditions. How to improve the present conditions is a most serious and important problem. There seems one general solution. Roads in Nebraska although generally good, are being improved. Rural mail delivery now reaches the most remote sections of our state. Telephones are as common in the country as in the city. The farmer enjoys the use of modern machinery in his work. The farmer's house is supplied with modern conveniences. Our best literature and periodicals reach the home of the farmer soon after their issue. The children in the country soon become familiar with modern privileges and cannot fail to note the failure of the little rural school in their district to provide the modern facilities as found in the town and city schools and as exemplified in his surroundings.

We must increase the advantages of the farmer and his family if we would keep the ambitious, energetic youth in contentment in his home until he has arrived at the age when he may properly choose his future course.

The census reports of the United States government show that the percentage of population of the United States in cities has steadily increased each decade. It was 3.4 per cent. in 1790, 12.5 per cent. in 1850, 22.6 per cent. in 1880, 29.2 per cent. in 1890, and 33.1 per cent. in 1900. The percentage of our population that lived in cities of four thousand or more inhabitants in 1880 was 25.8 per cent.; in 1890, 32.9 per cent.; and in 1900, 37.3 per cent. These figures mean that from 1880 to 1890 seven persons in every one hundred of our population moved from country and village to cities and none moved back. From 1890 to 1900, four or five persons in every one hundred moved from country or village to the city and none moved back. Shall we not endeavor to bring such comforts, conveniences and advantages to country life that the attractions of the city shall cease to draw from the pure country life so many of your young people? And since we are already bringing these things to the country home, why should we refuse to bring to the rural school those modern advantages

which will cause the appreciative child to feel that his school is not lacking in modern facilities and equipment which exists in the up-to-date town and city schools.

We have been at work for years cutting up the counties of Nebraska into small school districts until from the limited territory of the district and from the lack of desire on the part of country boys and girls who should attend these schools, we have but few large country schools and many schools of but few pupils. There is no life, energy or inspiration in the usual small school. With from three or four to eight or ten pupils in attendance, can we look for inspiration on the part of the pupils and of the teacher? Such a school becomes intellectually and spiritually dead, and might as well be discontinued so far as results are concerned, thus giving these few pupils opportunity to seek elsewhere the privileges that will bring to them, with their school attendance, the inspiration and ambition that is necessary for bringing best results in public school education.

We have some schools which are existing under proper conditions and where excellent results are secured. We have other schools that are doing well under the conditions, but the conditions are bad. Sometimes an old weather-beaten, wind-shaken, schoolhouse, with poorly selected and poorly kept furniture and equipment, barren and unkept school yards, with a poorly paid teacher who must struggle along the best she can with poor and insufficient equipment, and a low educational interest among the patrons of the district, while in the near by town or city, they are building modern, scientific structures, correctly heated, lighted, ventilated and seated, and with beautiful surroundings; with pupils properly graded and classified in suitable rooms, and taught by better paid teachers, under the direction of a principal who can supervise the whole work; who may know what each class and each pupil is doing.

These good things may be brought to the rural school. It is both possible and probable. The examples set by many enterprising rural communities of the state encourage us to believe that the time is not far distant when the people of rural communities will demand for their children the same or equal educational privileges as granted to children living in town and city schools.

We can profit by the examples of some of our eastern states. Let us refer to the state of Massachusetts. Over thirty years ago, after having experienced for years the common results in communities as they grow older and become more thickly populated—the moving of the rural population to the cities, towns and villages,—the state legislature of Massachusetts framed a law by which they began centralizing and transporting pupils in public vans or wagons. About ten years later the plan had reached Ohio. In a few years it had spread into Indiana and Illinois, later into Iowa, and now Nebraska is at the point where serious consideration must be given to a plan of this kind.

Under the existing laws of Nebraska two or more school districts may consolidate. The ideal plan is for the schools of a township to consolidate and, at a central point, erect a school building of proper dimensions. The township plan briefly stated is as follows: Instead of nine rural districts with about four sections of land each, teachers with salaries of about $35.00, and an average enrollment of twenty pupils, we have in the center of the township a brick building of four rooms, with forty-five pupils in each room, and two or three grades only. We may have a principal of considerable training and experience, who receives a salary of from $60.00 to $75.00, and teaches the highest room. The three other teachers receive about $45.00 each. There is a janitor who looks after the building, its heating plant, its toilet rooms or outbuildings and the grounds generally. There may be sheds in which the horses are kept during the day. The pupils are gathered from various parts of the township by covered vans or wagons that start at 7:45 a. m., or at a stated regular time, day after day, and cover an established route, picking up the children along the way and delivering them at the schoolhouse at about 8:45; distributing them again after four o'clock in the afternoon. Where the plan has been in operation, the drivers selected are clean, capable, sober men, not given to profanity or tobacco, and are paid $25.00 or $30.00 per month. They furnish their own team and wagon, with lap robes, and as a rule, carpet their vehicles and provide seats. In bad weather it is better for a child to ride five miles in a covered vehicle in the care of a driver, than to walk one or two miles. In pleasant weather if children prefer to walk they have the privilege. The success of the consolidation of rural schools as established in other states, where conditions are less favorable than in Nebraska, encourages us to believe that in time Nebraska schools will enjoy the privileges that must come from the better organization of our rural school system. In Nebraska, although the interest in consolidation has greatly increased, and those most interested in the welfare of our schools have been active in their efforts to bring consolidation of schools into localities where better conditions would prevail after it was adopted, owing to the limited power given through legislation, the results accomplished so far are not commensurate with the efforts put forth. Under the present conditions, at least one-half of the voters of the district must favor the plan of consolidation. As a general rule, the greater percentage of the people of the district have not investigated the plan thoroughly enough to appreciate the benefits to be gained from the change of the old form of organization. Where energetic, ambitious patrons of the district circulate the petition and secure the necessary signers on the petition for the proposed changes, it quite generally is the case that other patrons of the district who fail to see the advantages that may come from consolidation or for personal reasons oppose it, circulate an opposing petition and names are changed from one petition to another quite often, the final result being that the necessary number of signers cannot be secured in one or more of the districts in the proposed consolidation. If all the people of the district would

make a study of the educational problems of rural communities and would carefully investigate the workings of consolidation in localities where it has been tried, consolidation would soon be in effect in every county in the state in which it could be applied with best results.

In many of the western counties which contain school districts comprising a township or more of territory, consolidation is not needed, but in nearly every county in the state, there are various localities where consolidation would bring better educational facilities to the people.

THE SITUATION IN NEBRASKA.

While there has been progress, there has been but little change in the situation in Nebraska from that reported in the eighteenth biennial report of the state superintendent. There has been a steady and healthful growth in the consolidation idea. Where meetings have been held for the purpose either of consolidating certain districts or for getting a better knowledge of the subject, the results are shown in the continued interest and the increased desire for consolidation.

Reports from county superintendents give results to date as follows:

Banner county, two districts are being consolidated.

Butler, district No. 13, is closed and contracts with the Octavia school district.

Box Butte county, consolidations have been effected as follows:

Districts Nos. 9 and 24; 26 and 53; 40 and 1; 85 and 38; 53 and 50.

Cass county, free transportation is provided in districts 90, 92, 57 and 61.

Chase county, districts Nos. 16, 18 and 75 have consolidated. Dist. No. 28 was discontinued by annexation to districts Nos. 54 and 66.

Custer, one district pays tuition and provides transportation for all its pupils to an adjoining district.

Dawes, thirty-three districts have consolidated into sixteen districts Deuel county, districts Nos. 22 and 31 have been consolidated, also districts 10, 16, 30, 33, and 56.

Dixon county, district No. 32 contracts with the Ponca school district paying tuition and providing transportation for pupils.

Dundy county, district No. 49, size one township, has been united with three-fourths of a township of unorganized territory.

Dundy county contains fifteen districts each comprising a one-half township or over and less than one township. Four districts each comprising a complete township and one district containing one and three-fourths townships.

Fillmore county, district No. 80 has been attached to the Milligan school district and free transportation of pupils is provided.

Furnas county, district No. 20 has been attached to a town district.

Gage, district No. 133, attached to the Holmesville village school temporarily. Carry-all carries pupils to the town school: The Sand Creek rural school runs a carry-all from a distant part of the district carrying pupils to the school house.

Gosper, districts Nos. 26 and 22 have been united.

Hayes county, in some instances three districts have been united. Thirteen rural districts have been joined to other districts. District 51 has been attached to the Hayes Center school district. This district is ten and one-half miles long.

Hamilton county, district No. 66 provides transportation.

Hooker county, districts Nos. 3 and 5 have been consolidated with some heretofore unorganized territory.

Harlan county, two districts transport pupils at public expense.

Hitchcock, one school district has been divided between two other districts.

Jefferson county, district No. 32 united with district 45. District 34 is temporarily divided and united with Endicott and Steele City districts. District No. 32 has been consolidated with district No. 45 and at present runs one wagon for transporting pupils.

Keith county, four districts have discontinued school and are paying tuition in neighboring town schools. Two districts are furnishing free transportation.

Kimball county, district No. 14, transported pupils a year ago.

Keya Paha county, transportation is provided in districts Nos. 16, 21 and the Springview school district.

Lincoln county, three districts have consolidated with village schools and furnish transportation to Hershey, Maxwell and Brady.

Lancaster county, district No. 124 contracts with neighboring district. District 76 contracts with Lincoln city district and transports pupils on street car line. One other district contracts with the Lincoln city schools and furnishes free transportation.

Merrick county, districts Nos. 52 and 10 have been consolidated. Two districts transport pupils to neighboring schools.

Otoe county, district No. 9 contracts with the Syracuse school district and districts 14, 15 and 16 have united with the Nebraska City school district and the pupils are hauled into town.

Platte county, district 27 has been attached to the Monroe school district. Free transportation is provided in Phelps. District 31 has been attached to district 55.

Red Willow county, seven districts contract with neighboring districts and four furnish transportation. District 59 has been consolidated with No. 6; district 40 with No. 70.

Richardson county, districts Nos. 36, 40, and 12, have been attached to the Humbolt city district and district 48 to the Falls City school district.

Rock county, one district provides free transportation.

Seward county, two districts contract with neighboring districts for instructing pupils.

Scotts Bluff county has one rural high school.

Wheeler county, district No. 34 has been attached to district No. 14.

Webster county, district 71 has contracted with the Guide Rock school for instructing the pupils. The pupils are taken to school and brought home each day at a cost of $35.00 per month to the district.

York county, districts, Nos. 80 and 20 are considering consolidation with the Lushton school district.

JUVENILE COURT LAW.

THE LAW.

DEFINITIONS.—This act shall apply only to children under the age of sixteen (16) years, and shall not apply to children who are now, or who shall hereafter become, inmates of a state institution, or of any training school for boys or industrial school for girls, or some orphanage, society or institution incorporated under the laws of this or some other state, unless such children shall have been placed therein under and by virtue of the provisions of this act. For the purpose of this act the words "dependent child" and "neglected child" shall mean any child under the age of sixteen (16), who for any reason is destitute or homeless or abandoned, or dependent upon the public for support, or has not proper parental care or guardianship, or is growing up under such circumstances as would tend to cause such child to lead a vicious or immoral life; or who habitually begs or receives alms; or who is found in any house of ill fame or with any vicious or disreputable persons; or whose home, by reason of neglect, cruelty or depravity on the part of its parents, guardian or other person in whose care it may be, is an unfit place for such child; and any child under the age of eight (8) years who is found begging, peddling or selling any article, or singing or playing any musical instrument upon the street, or giving any public entertainment, or who accompanies or is used in aid of any person in so doing. The words "delinquent child" shall include any child under the age of sixteen (16) years who violates any law of this state or any city or village ordinance, or who is incorrigible, or who knowingly associates with thieves, vicious or immoral persons, or who is growing up in idleness or crime, or who knowingly visits or enters a house of ill repute; or who knowingly patronizes or visits any policy shop or place where any gambling device is or shall be operated; or who patronizes or visits any saloon or dram shop where intoxicating liquors are sold; or who patronizes or visits any public pool room or bucket shop; or who wanders about the streets in the night time, without being on any lawful business or occupation; or who habitually wanders about any railroad yards or tracks or jumps or hooks on to any moving train or enters any car or engine without authority; or who habitually uses vile, obscene, vulgar, profane or indecent language or is guilty of immoral conduct in any public place or about any schoolhouse. The word "child" or "children" may mean one or more children, and the word "parent" or "parents" may be held to mean one or both parents when consistent with the intent of this act. The word "association" shall include any corporation which includes in its purpose the care or discipline of children coming within the meaning of this act.

JURISDICTION.—The district court of the several counties in this state and the judges thereof in vacation shall have original jurisdiction in all cases coming within the terms of this act. The county court in each county shall have concurrent jurisdiction with the district court, but such jurisdiction shall not be exercised by the county court except in the absence of the judge or judges of the district court from the county. Where a proceeding has been instituted under this act before any county court, the jurisdiction of this court over such proceeding shall continue until the final disposition thereof; provided that appeal may be had to the district court in the same manner as is now provided by law in civil cases. In all trials under this act where a delinquent child is charged with a crime, any person interested therein may demand a jury, or the judge of his own motion may order a jury to try the case. Provided: That in cities having a population of forty thousand and upward, the police judge thereof shall have jurisdiction under this act concurrent with the county judge within the limits of such city.

JUVENILE COURT.—In counties having over 40,000 population, the judges of the district court shall, at such times as they shall determine, designate one or more of their number, whose duty it shall be to hear all cases coming under this act. A special court room, to be designated as the Juvenile Court Room, shall be provided for the hearing of such cases, and the finding of the court shall be entered in a book or books to be kept for that purpose, and known as the "Juvenile Record," and the court may for convenience be called the "Juvenile Court."

PETITION TO THE COURT.—Any reputable person being a resident in the county, having knowledge of a child in his county who appears to be either neglected, dependent or delinquent, may file with the clerk of a court having jurisdiction in the matter, a petition in writing, setting forth the facts verified by affidavit. It shall be sufficient that the affidavit is upon information and belief.

SUMMONS.—Upon the filing of the petition a summons shall issue requiring the person having custody or control of the child, or with whom the child may be, to appear with the child at a place and time stated in the summons, which time shall not be less than twenty-four hours after service. The parents of the child, if living, and their residence is known, or its legal guardian, if one there be, or if their is neither parent nor guardian, or if his or her residence is not known, then some relative if there be one, and his residence is known, shall be notified of the proceedings, and in any case the judge may appoint some suitable person to act in behalf of the child. If the person summoned as herein provided, shall without a reasonable cause fail to appear and abide the order of the court or bring the child, he may be proceeded against as in the case of contempt of court. In case the summons cannot be served or the parties served fail to obey the same, and in any case when it shall be made to appear to the court that such summons will be ineffectual, a warrant may issue on the order

of the court, either against the parent or guardian of the person having custody of a child, or with whom the child may be, or against the child itself; on the return of the summons or other process, or as soon thereafter as may be, the court shall proceed to hear and dispose of the case in a summary manner. Pending the final disposition of any case the child may be retained in the possession of the person having the charge of the same or may be kept in some suitable place provided by the city or county authorities or given to any proper and accredited charitable institution.

PROBATION OFFICERS.—The judge of the district court having charge of the juvenile docket shall have authority to appoint or designate two or more persons of a good character, one of whom shall be a woman, to serve as probation officers during the pleasure of the court. Such officers shall perform the duties prescribed in this act for probation officers and such other duties as may be required by the judge of the juvenile court, and such officers shall receive no compensation from the county treasurer, except as herein provided. In counties having a population of 50,000, or upward, three probation officers, one of whom shall be designated as "chief probation officer," shall be paid as other salaried county officers are paid. The chief probation officer shall receive a salary of twelve hundred dollars ($1,200) per annum, and two others to be designated "assistant probation officers" shall be paid as other county officers are paid, three dollars ($3.00) a day for the time actually employed, which time shall be certified to the board of county commissioners of the county by the chief probation officer. In case a probation officer shall be appointed by any court, it shall be a duty of the clerk of the court, if practicable, to notify the said probation officer in advance, when any child is to be brought before the said court. It shall be the duty of the said probation officer to make such investigation as may be required by the court; to be present in court to represent the interests of the child when the case is heard; to furnish to the court such information and assistance as the judge may require, and to take such charge of any child before and after trial as may be directed by the court.

DEPENDENT AND NEGLIGENT CHILDREN.—When any child under the age of sixteen (16) years shall be found to be delinquent, dependent or neglected within the meaning of this act, the court may make an order committing the child to the care of some suitable institution or to the care of some reputable citizen of good moral character, or to the care of an industrial school, as provided by law; or to the care of some association willing to receive it, embracing in its objects the purpose of caring for or obtaining homes for dependent or neglected children, which association shall have been accredited as hereinafter provided. The court may, when the health or condition of the child shall require it, cause the child to be placed in a public hospital or institution for treatment or special care, or in an accredited and suitable private hospital or institution which will receive it for like purpose without charge.

GUARDIANSHIP.—In any case where the court shall award a child to the care of any association or individual, in accordance with the provisions of this act, the child shall, unless otherwise ordered, become a ward and be subject to the guardianship of the association or individual to whose care it is committed; such association or individual shall have authority, by and with the assent of the court, to place such a child in a family home with or without indenture, and may be made parties to any proceeding for the legal adoption of the child and may by its or his attorney or legal agent appear in any court where such proceedings are pending and assent to such adoption; and such assent shall be sufficient to authorize the court to enter the proper order or decree of adoption; such guardianship shall not, however, include the guardianship of any estate of the child. Any association, or individual, receiving the care, or custody of any such child shall be subject to visitation or inspection by the State Board of Charities and Correction, or any probation officer of such court or any person appointed by the court for such purpose, and the court may at any time require from such association or person a report or reports containing such information, or statements, as the judge shall deem proper, or necessary, to be fully advised as to the care, maintenance, moral and physical training of the child, as well as the standing and ability of such association, or individual, to care for such child. The jurisdiction of the court shall continue over any child brought before the court, or committed under the provisions of this act and the court shall have power to order a change in the custody, or care, of such child if at any time it is made to appear to the court that it would be for the best interests of the child to make such change.

DISPOSITION OF DELINQUENT, NEGLECTED AND DEPENDENT CHILDREN. In the case of a delinquent, neglected or dependent child, the court may continue the hearing from time to time, and may commit the child to the care or custody of a probation officer, and may allow said child to remain in its own home, subject to the visitation of the probation officer, such child to report to the probation officer as often as he may be required, and subject to be returned to the court for further or other proceedings, whenever such action may appear to be necessary, or the court may cause the child to be placed in a suitable family home, subject to the friendly supervision of the probation officer and the further order of the court, or it may authorize the child to be boarded out in some suitable family home in case provision is made by voluntary contribution or otherwise for the payment of the board of such child until a suitable provision may be made for the child in a home without such payment; or the court may commit such child, if a boy, to an industrial school for boys, or if a girl, to an industrial home school for girls; or the court may commit the child to any accredited institution within the county incorporated under the laws of this state, or of any other state, that may care for delinquent children, or be provided by a city or county suitable for the care of

such children. In no case shall a child be confined beyond the age of sixteen (16) years; a child committed to any such institution shall be subject to control of the board of managers thereof, and the said board shall have power to parole such child on such conditions as it may prescribe, and the court shall, on the recommendation of the board, have power to discharge such child from custody whenever in the judgment of the court his or her reformation is complete, or the court may commit the child to the care and custody of some association that will receive it, embracing in its objects the care of neglected or dependent children and that has been duly accredited as hereinafter provided.

TRANSFERS FROM JUSTICES AND POLICE MAGISTRATES. When in any county, where a court is held, as provided in Section 3 of this act, a child under the age of sixteen (16) years is arrested with or without warrant, such child may, instead of being taken before a justice of the peace or public magistrate, be taken directly before such court, or if the child is taken before a justice of the peace or police magistrate, it shall be the duty of such justice of the peace or police magistrate, to transfer the case to such court, and the officer having the child in charge, to take the child before that court, and in any case the court may proceed to hear and dispose of the case in the same manner as if the child had been brought before the court upon petition or affidavit as herein provided. In any case, the court shall require notice to be given and investigation to be made as in other cases under this act and may adjourn the hearing from time to time for that purpose.

CHILDREN UNDER FOURTEEN YEARS NOT TO BE COMMITTED TO JAIL. No court or magistrate shall commit a child under fourteen (14) years of age to a jail or police station, but if such child is unable to give bail, it may be committed to the care of the sheriff, police officer or probation officer or other suitable person as the court or magistrate shall direct, who shall keep such child in some suitable place provided by the city or county outside of the enclosure of any jail or police station. When any child shall be arrested or sentenced to confinement in any institution to which adult convicts are sentenced, it shall be unlawful to confine such child in the same building with such adult convicts, or to confine such child in the same yard or enclosure with such adult convicts or to bring such child into any yard or building in which adult convicts may be present.

AGENTS OF JUVENILE REFORMATORIES. It shall be the duty of the superintendent of the State Industrial School for boys at Kearney, and the Superintendent of the Girls' Industrial School, at Geneva, for juvenile female offenders, and the Board of Managers of any other institution, to which juvenile delinquent, neglected or dependent children may be committed by the court, to maintain an agent of such institution, whose duty it shall be to examine the homes of children paroled from such institutions, for the purpose of ascertaining and reporting to said court whether they are suitable homes;

to assist children paroled or discharged from such institutions in finding suitable employment, and to maintain a friendly supervision over parole inmates during the continuance of their paroles. Such agents shall hold office subject to the pleasure of the board making the appointment, and shall receive such compensation as such board shall determine, out of any funds appropriated to such institution applicable thereto.

SUPERVISION OF STATE BOARD OF CHARITIES AND CORRECTION. All associations receiving children under this act shall be subject to the same visitation, inspection and supervision by the State Board of Charities and Correction as are the public charitable institutions of this state, and it shall be the duty of said Board of Charities and Correction to pass annually upon the fitness of every such association as may receive or desire to receive, children under the provisions of this act, and every such association shall annually, at such time as said Board shall direct, make report thereto showing its condition, management and competency to adequately care for such children as are or may be committed to it, and such other facts as the said Board may require. And upon said Board being satisfied that such association is competent and has adequate facilities to care for such children, it shall issue to the same a certificate to that effect, which certificate shall continue in force for one year, unless sooner revoked by said Board; and no child shall be committed to any such association which shall not have received such a certificate within fifteen (15) months next preceding the commitment. The court may at any time require from any association receiving or desiring to receive children under the provisions of this act, such reports, information and statements, as the judge shall deem proper or necessary for his action, and the court shall in no case be required to commit a child to any association whose standing, conduct or care of children or ability to care for the same is not satisfactory to the court. But nothing in this act shall be construed as in any manner conflicting with the powers and duties of the Board of Public Lands and Buildings now prescribed by law.

SURRENDER OF DEPENDENT CHILDREN. ADOPTION.—It shall be lawful for the parents, parent, guardian of any child, or other person having the right to dispose of a dependent or neglected child, to enter into an agreement with any association or institution incorporated under any public or private law of this state or any other state, for the purpose of aiding, caring for, or placing in homes, such children, and being approved, as herein provided for the surrender of such child to such association or institution, to be taken and cared for by such association or institution, or put into a family home, such agreement may contain any and all proper stipulations to that end, and may authorize the association or institution by its attorney or agent to appear in any proceeding for the legal adoption of such child, and consent to its adoption; and the order of the court, made upon such consent, shall be binding upon the child and its parents or guardian

or other person the same as if such person were personally in court and consented thereto, whether made party to the proceeding or not.

RELIGIOUS PREFERENCE.—The court in committing children under the provisions of this act, shall place them as far as practicable in the care and custody of some individual holding the same religious belief as the parents of said child, or with some association which is controlled by persons of like religious faith of the parents of the said child.

INDUSTRIAL SCHOOLS NOT AFFECTED.—Nothing in this act shall be construed to repeal any portion of the act to aid industrial schools for girls and boys, and in all commitments to said institutions the acts in reference thereto shall govern the same.

CONSTRUCTION OF THIS ACT.—This act shall be liberally construed to the end that its purpose may be carried out, to-wit; that the care, custody and discipline of a dependent, neglected or delinquent child shall approximate, as nearly as may be, that which should be given by its parents, and in all cases where it can be properly done, the child to be placed in an approved family home and become a member of the family by legal adoption or otherwise.

COUNTY BOARDS OF VISITORS.—In each county the judge presiding over the juvenile court as defined in this act, may appoint a Board of four reputable citizens, who shall serve without compensation to constitute a Board of Visitation, whose duty it shall be to visit as often as once a year, all institutions, societies and associations within the county receiving children under this act; said visits shall be made by not less than two of the members of the Board, who shall go together or make a joint report; the said Board of Visitors shall report to the court, from time to time, the condition of children received by or in charge of such associations and institutions, and shall make an annual report to the state Board of Charities and Correction in such form as the board may prescribe. The County Board may, at their discretion, make appropriations for the payment of the actual and necessary expenses incurred by the visitors in the discharge of their official duties.

WORK OF THE JUVENILE COURT IN LINCOLN.

(Report by H. V. Hoagland, Probation Officer, September, 1906.)

Since the organization of the court more than three hundred cases of delinquency have been investigated and handled by the probation officer without the aid of the court. These consist largely of offenses, bad in themselves, but not inspired by any real criminal impulse. They arise largely from a mischievous or fun-loving disposition, such as throwing stones or mud, disfiguring or damaging buildings, breaking windows, tearing up walks, stretching wire across walks, gathering in gangs on the streets at night, purloining refreshments prepared for social gatherings, obstructing street car tracks, jumping on and off moving trains, and street cars, killing birds, profanity, fighting,

truancy, and other like offenses. In most of these cases the defects have been cured by admonition, instruction, advice, and careful oversight of the offenders by the probation officer, by the co-operation of parents, and the assistance of the principals and teachers of our public schools.

Fifty-eight cases have been prosecuted before the juvenile court, These consist of more aggravated criminal offenses, such as burglary, larceny, incendiarism, extreme cruelty, and well developed degeneracy; also those who have been admonished by the probation officer, and repeated the offense, and cases of homeless, dependent or neglected children.

The trial in the juvenile court is a very informal and simple affair. No oaths are administered. The court conducts the inquiry, and in all cases the parents or guardians of offenders are compelled by summons to be present. The court inquires into the conditions, and surroundings of the home, the management by the parents, the school attendance of the child, and all facts and circumstances connected with the life and character of the child, as well as into the facts and circumstances connected with the particular offense committed. After this careful and thorough investigation the court, taking into consideration the character of the parents as well as the character of the child, the environment of the home and his associations, acts solely with the view of the reformation of the child.

In some cases it becomes necessary to commit the child to the state industrial school. In other cases a guardian is appointed, and in other cases, especially in cases of first offenders, the child is placed on probation, and continued as a ward of the court in charge of the probation officer.

Of the fifty-eight cases formally prosecuted before the juvenile court, forty-two were boys and sixteen girls; eighteen boys and four girls were committed to the industrial schools; twenty boys and two girls were placed on probation; two boys and seven girls had guardians appointed; two boys and three girls who were brought before the court as neglected dependent children of disreputable parents, were spirited out of the jurisdiction of the court during a continuance of the case.

Always when possible the juvenile offenders are left in the care of parents or guardians, or of some responsible person, until the court has heard and passed upon the case. In no case is the child confined in jail with criminals.

We are greatly in need in Lincoln of a detention school where some of these children who are now sent to the state industrial school could be committed instead, and where those who are awaiting trial could be kept.

Both of our state industrial schools are at the present time under the most efficient management, and are doing a grand work, turning out of bad material, good citizens. Yet because of the fact that so

much bad material is committed to them, and because of the further fact that many who are beyond the juvenile court age (sixteen years) are sent as punishment for crime, instead of being committed to the penitentiary, and also because of the stigma that attaches to the child in after life, our court is averse to sending these children under sixteen years, except as a last resort, when no other place can hold the child and develop in him a right character, or when the criminal instinct has developed to such an extent as to render him unfit for any other place.

In my judgment the greatest benefit to be derived from the juvenile court law will come as a result of the change from the old system of treating delinquent children as criminals.

I have seen timid children shrink in terror from the open iron barred door of the jail, after having been arrested for some misdemeanor, and after being incarcerated over night with older criminals, I have known the same children to come out hardened, ready to boast of the fact that they had been in jail, and to start right out on a life of crime. This system has produced more criminals than all of our jails, penitentiaries and reformatories combined have reformed.

The one great primary cause of delinquency of children, and the primary cause of the increase of crime, is the mismanagement of the homes, through ignorance, incompetency, indifference, or viciousness on the part of parents.

One of the most important offices of the juvenile court and probation officers is to furnish advice, instruction, and to assist parents in the control of wayward children, and to endeavor to improve conditions in the home.

As a rule I have found parents who have failed to prevent their children from going wrong, realize the fact, and are discouraged because of it, to be ready and willing to act upon any suggestion, or adopt any method proposed by the Court or probation officer, and cooperate with them in an endeavor to save their children. To illustrate I will give a case in point, one of many similar cases.

It was a respectable family with two boys ten and twelve years of age, bright, intelligent little fellows, but wayward and beyond the control of parents.

The father was a traveling man, absent from home most of the time, proud and stern in demeanor. When at home, if he noticed his children at all, it was with a frown, or a sharp rebuke. The children feared him but did not respect him.

The mother, a good woman but frail and indulgent, blamed the school, the teachers, the neighbors and everybody except herself and the children for their waywardness, believed all that the children reported to her, upheld them in their complaints, criticised and condemned the school authorities, the teachers and neighbors in the children's presence. As a result the children hated their teacher, refused to attend school, were disrespectful and insolent to neighbors,

and had little or no regard for the rights of others. They loafed on the streets at night, fell into bad associations, learned to smoke cigarettes, and were finally arrested for stealing. The father was furious because, as he expressed it, "the boys had disgraced his name, which had never before been tarnished with crime." He insisted that they should be severely punished. "Send them to the reform school, or to the penitentiary," he said.

The mother was heart broken and discouraged. She tearfully and very reluctantly assented to the suggestion of her husband that the boys be sent to the Industrial School.

The Court and probation officer had a private talk with the boys, they appeared penitent and begged hard for "one more chance," and then after a plain heart to heart talk with the parents, in which it was shown them that they were in fact the real parties who were to blame, it was decided to give the boys another chance under the care and supervision of the probation officer. The father was doubtful, but consented. The mother was glad and readily promised to do her part and to follow faithfully every instruction of the Court, and to carry out to the letter every suggestion of the officer.

The boys were taken to school. A private talk with the teacher brought about a better understanding between her and the boys. The home was visited frequently. The boys were kept there at night. They were required to report frequently to the Court and probation officer. The conditions at home improved.

This happened more than a year ago, and the father and mother are profuse in their expressions of gratitude to the juvenile court, for saving their boys, and the boys, too, are friends of the Court, and I am certain on the road to good citizenship.

ANNIVERSARY OF THE JUVENILE LAW COURT.

Proceedings at Anniversary of the Establishing of a Juvenile Law Court at Omaha, Nebraska, Held at Creighton law School, Sunday, March 25, 1906, at 4 P. M.

(By permission of Mogy's Magazine, Omaha, Nebraska.)

The principal guests and speakers were Judge Julian W. Mack, judge of the juvenile court of Chicago, and Mr. Henry W. Thurston chief probation officer of the juvenile court of Chicago.

Judges of the district court Day, Kennedy and Redick were also present, as well as Judge Sutton of the district court and also judge of the juvenile court, Judge Sutton acting as chairman of the meeting.

Omaha's representative citizens filled the hall and occupied seats on the stage.

Judge Sutton—We are here this afternoon for the purpose of advancing a righteous cause and I will call upon Reverend Doctor Clark to open this meeting with prayer.

Reverend Doctor Clark—Our kind Father in heaven, we lift up our hearts in gratitude and praise to Thee for Thy wonderful love revealed to us in so many ways; we thank Thee for this occasion to-day;

we thank Thee that there is a great cause in which so many of us are engaged, for the interests that bring us together, and dear Father, we thank Thee to-day for what has been accomplished in this, our land, for the children; we thank Thee for the judges who are present here; we thank Thee for Judge Mack, for Judge Lindsay, for the judges in our own city; we thank Thee for their love for children growing out of their love for Thee; we thank Thee that Thou hast given to them sympathy for the children of our land; that Thou hast given them opportunity to exercise the gifts and talents bestowed upon them for the good of these little ones, and, dear Father, we implore Thy blessing upon them and we implore Thy blessing upon other judges in other parts of the land who are thus working for the good of the children, and we implore Thy blessing upon all the organized efforts throughout the length and breadth of the land for the promotion of this work, and we pray that this cause may prosper until the multitudes of children who now are in the midst of destruction and neglect and who are encompassed by evil influences, may be delivered, and may the sunlight of heaven shine in, may redemption come to them, may the joy and gladness that Thou didst design should be in their hearts, fill them. Do Thou assist our speaker today in the words which he shall utter and bless all of us in the hearing of them; help us each one to understand and personally respond to our duties; help us to see the opportunities which are given to us, and help us to be ready to meet these opportunities, and help us to uplift the community in which we live, and to do our share in the work of the redemption of these little children. We ask this in the name of our gracious Lord and Redeemer. Amen.

Judge Sutton—Mr. Joseph Barton has kindly consented to lead us in singing "America," if the audience will arise and join in the singing of "America."

At the conclusion of the singing of "America" Judge Sutton said:

A little more than seven years ago there was no such thing in all these United States as the juvenile court or a juvenile court law. So rapidly has the movement developed, so many good people of this country have enlisted in the cause, and so anxious are the people of this country to save little boys and girls from a life of shame, that at this time twenty-two states have now joined us in the juvenile work and in the juvenile law. If there is one thing that we owe to ourselves, if there is any one thing that we owe to our country, if there is one thing that is more important than any other, it is that these little children, these little innocent children, shall have the opportunity to become good men and good women. This is the first anniversary of our juvenile work in this country. Our own Mogy, Mogy Bernstein, will now make his report of the juvenile work. (Applause.)

PROBATION OFFICER.

Annual Report of the Juvenile Court of Douglas County.

The Juvenile Court of Douglas County was organized March 22, 1905, in compliance with the provisions of the law passed March 8, 1905, which by reason of its emergency clause, became operative at once.

The board of judges of the district court met for the purpose of inaugurating the work of the new division and selected from their number Judge George A. Day as the one to first assume the responsibilities of the bench in its relation to the children included under the provisions of the law. They also selected Judges Howard Kennedy, jr., and William A. Redick as his associates. Mogy Bernstein was chosen chief probation officer.

The judges then cast about for a committee on juvenile court work, to be composed of well-informed, competent citizens, whose civic loyalty would lead them to make personal sacrifices, if need be, for the welfare of the new venture in behalf of the children.

Mrs. Draper Smith, Miss Margaret McCarthy, Attorney Henry W. Pennock and Rome Miller were appointed. The committee was instructed that its duty would be to visit the institutions where the wards of the court were placed, but, in addition to this the committee had been tireless in its efforts, and cheerfully assumed the mission of educating and enthusing the public to a proper appreciation of the value of the work of the juvenile court.

The judges have welcomed the cause as a valuable factor in the social and legal work of the county, and have given it their personal interest and attention. Coming as it does into lives already overcrowded with duties, it means sacrifices to them, but invaluable aid to the cause they have so ably championed.

By reason of the rearrangements of the dockets of the district court January 1, 1906, Judge A. L. Sutton was chosen to preside over this division, with Judges Lee S. Estelle and William A. Redick his associates.

The probation officers officed on the curb stone and in Mogy's shining parlor, 1416 Farnam street, until November 20, 1905, when the city council granted them the free use of a room in the city hall.

Facts and figures tell but little, but in some measure record the work of the officers of the court in its efforts to get the children over to the law-abiding side.

Total number of cases during the year	1,400
Number of cases tried in court	355
Of these the delinquents number	188
Incorrigible	109
Neglected	45
Dependent	13
Cases cared for out of court by probation officers	1,045

Which came under all these divisions:

1,045 cases adjusted out of court is augmented by 108 of the court cases, making the total number paroled 1,153.

Number committed to the Boys' Industrial school, 28.

Number committed to the detention school, 171.

Number committed to the Industrial school for girls, 1.

Number sent to private homes, 44.

Number committed to the Good Shephard, 11.

Number placed in the Benson orphanage, 3.

Number committed to the Institute for Feeble Minded at Beatrice, 2.

And one on the waiting list.

Letters of information and letters to parents and children written, 200.

By special request, public and parlor meetings have been addressed to give information and stimulate interest to the number of 24.

Number of visits in the homes in the county by the officers, 3,000.

These investigating calls have touched all classes and have disclosed many kinds of evil and suffering, among which was a wretched mother who was so lost to common decency as to allow the profanation of the person of her 14-year-old daughter, with no other defense than that she was too young to be hurt. Patience, labor and sympathy have often brought help.

Many schools have been visited to secure their records of our wards.

Many saloonkeepers have been warned against selling liquor to minors; a vigilant eye is kept on the owners of slot machines and all gambling devices.

The war against pool rooms and dance halls will be fearlessly waged until they are brought under the rules and regulations provided by the law. Effective work is being accomplished through the adult delinquent section of the law.

One father, for ruining his own daughter, was sent to the penitentiary for six years.

Another gray-haired man, convicted of a statutory crime against a 14-year-old girl, sentenced to five years in the penitentiary. Another gray-haired man awaiting trial to answer to a statutory offense.

One man now in jail for teaching immorality to little boys.

One man fined $50 for insulting a young girl.

Two fathers for cruelly neglecting their families, out on bonds.

Two grain dealers out on bonds.

Two junk dealers out on bonds.

One grain dealer, for buying stolen grain, fined $100.

A saloonkeeper, for selling liquor to a minor, fined $25.

Three druggists each fined $25.

One keeper of a pool room out on bonds.

The juvenile court is a carefully planned civic effort to destroy the criminal class by cutting off its recruiting forces. Its machinery provides for the handling of children's misdemeanors in a manner commensurate with the needs of the case.

The law recognizes no child as a criminal. As a delinquent child he may receive correction, admonition and advice. If honor and industry cannot be aroused within him in his natural home he may be removed to better conditions. If his condition is so serious as to need still more restraint, discipline and training he may be sent to a state school.

A noted Nebraskan, who has made a study of these matters, says: "I know of no law that has been enacted that can measure in importance with the juvenile law. Its corrective and preventive influences are far-reaching and cannot be measured. The great number of children who have come directly under its workings are only a handful when compared to those who have been restrained from wrong and influenced for right from its indirect influences. Since it has been in operation there are better homes, better parents, better attendance at school, better conducted businesses, better municipal government, and a general awakening of the people in the manner and method of dealing with erring children."

I will also say with respect to the property stolen by children, that 95 per cent of it has been recovered, and we have not lost over 5 per cent of our wards during the entire year. (Applause.)

Judge Sutton—We are having Chicago weather here today and we also have here two distinguished gentlemen from Chicago. We have with us Prof. Henry W. Thurston, who has charge of the juvenile court work and who is the chief juvenile officer of Chicago. We have also with us Judge Julian W. Mack, who presides over the juvenile court at Chicago. I will call upon Professor Thurston, who will talk to us about the juvenile work in Chicago and what it has accomplished there.

Henry W. Thurston:—Mr. Chairman and friends: I want to congratulate you first of all upon the magnificent work which has been done in this city during this first year of the juvenile court work, and to acknowledge my personal indebtedness to those connected with the court for the generous hospitality that has been extended to Judge Mack and myself since early this morning.

I have learned very much which will be helpful to me in my work as I go back to Chicago in connection with the newsboys' work here, in connection with the detention school, especially in conversation with your probation officer, Mogy, and with Judge Sutton, judge of your juvenile court.

It is a wonderful work we are engaged in. I don't know any way to account for the wonderful growth of this juvenile court movement except upon the basis of the fact that society has at last become conscious of its duty and its opportunity with reference to the little children.

In America, for many years, we have prided ourselves upon our ability to discover and to develop every natural resource of this magnificent land. Everything in the soil and mine, and quarry, and forest, and stream is sought out and developed, and made to contribute some of its riches to this land, and we look down upon countries like China, which have been blind for centuries of time to their magnificent natural resources, and hitherto we have done something toward the discovery and development of the resources of our little children. We have prided ourselves for many years upon the development of our educational system, our great common schools, and yet, within these last few years we have been finding out that many a boy and many a girl has somehow failed to be discovered, failed to have the magnificent possibilities of manhood and womanhood in them discovered and developed, that somehow, because of the break-down of the family in certain cases, the failure of the public school to rise to the full height of its opportunity in other cases, the faults of the city government, the political organization of society, and still other cases, and the industrial injustice that has thrust upon us so many great problems in this country; or because of the failure of all those institutions to so cooperate with each other that the child might not fall between, I say that during the last few years we have been finding that for some one or more of these reasons we have great numbers of children that must be looked after. I say we are consciously or unconsciously developing an institution which stands for the principle that every child shall be discovered and given a chance in America.

The most important question before the American people is not the traction question of a city or the rate railway regulation by the national government, or the tariff question, or the Philippine question, or imperialism, but what kind of children are we bringing up?

I say we have our juvenile courts, which stand for the care of every child who fails to get the proper care in some other way, and I think of that verse in the Bible, where it says, "When my father and my mother forsake me, then the Lord shall take me up." And we are coming, in these later days, to say that God's work in this world is to be done through human agency. We can, with all due reverence say, "When my father and my mother forsake me, then the state shall take me up," and there is no more sacred duty than that undertaken by those of us who are working in the juvenile court.

Now, when we began to look after these children, and bring them into one court, as we do in Chicago, and as I understand you do here in Omaha, and just began to look after those who are neglected and delinquent, the number of them and the need of them becomes appalling. In Chicago during the last year we have had 4,088 new

cases filed in the juvenile court, a great number more, whose number is not recorded, who have been looked after by our officers outside of the court. I wonder if you can think of some great mass of children to compare that number with. Many of our public school buildings have twenty teachers, with fifty children in a room. That makes 1,000 children, and as you go by a schoolhouse at the close of the session and see the boys and girls tumbling pellmell out of doors, sometimes almost out of the windows, you think that a schoolhouse full of children is a large number, and yet four of these great school buildings emptied of their children, to file in a mournful and sad procession before the judge of the juvenile court, to whisper out and to explain their needs and their faults, their hopes and their possibilities, and as they come before the judge, what is it possible for this new agency and all the juvenile court to do for the child? It never has been done equally well before, as the same mysterious resources were never before discovered in society, or shall it be a new application of the forces that have long existed? The only question which can be asked in the juvenile court with reference to this child as he comes so near the judge that he can put his hand upon its shoulder, or listen to the whispered confidences of the little girl, is what is best for this child. No question of politics, no question of influence of any kind, no question of moral relationship shall be allowed to interfere with the correct answer to that question. What, in view of all the circumstances, is best for this child? When the judge tries to answer that question he has the possibility of taking the child away from its parents and putting it in an institution, temporarily or permanently, if necessary. The judge himself, Judge Mack, will speak, perhaps, more particularly on how vital in the life of the child, institutional life is, but even if it were not futile, from the point of view of the child's life, how soon our institutions get filled. Ours are crowded to the doors. Standing room only in almost all of them all the time. And so we turn to the other possibility of dealing with the child, and the other institutions are necessary, and will always be necessary. Send the child back to his home, to a relative, or friend, or neighbor, and add these words, "I will put you under parole to such and such a probation officer." And I wonder if you people who have heard of the juvenile court and the probation system realize for one moment of time what the burden of responsibility is that is laid upon the probation officer when those words are spoken? For this human life that comes before the judge is in some sort of a tangle, even at the early years of a child, and if that tangle is to be straightened out, and this boy's possibilities are to be discovered and developed, this probation officer, through his or her personality, through her heart and understanding and sympathy, is to bring into this child's life that personality and helpfulness which it never had before, or is to discover somewhere in the neighborhood, somewhere within the surroundings of that boy or that girl, some friend who can bring to that child the divine touch through which alone redemption can come.

The juvenile court is expected to bring its personality into touch with the personality of the child, but it cannot be expected to do this. It is not an institution that will take care of these dependents and delinquents by itself; this can only be done through some other part of its machinery. It is only through these officers or persons, in some place or other, can the child be redeemed, and when we add to the task that is thrown on the probation officer in one case—and if there were time I would like to give some of the illustrations of the difficulty in dealing with the child—when we add to the task in one case the number that we are compelled to give to one officer in Chicago, and in many places, the task becomes overwhelming, unless we can call upon society and those who are interested, to help to a very much greater degree than they realize now to be necessary.

We now have 3,200 children on parole in Chicago, and we have twenty-two officers in the pay of the county, and we have about eight officers who are paid by private subscription. But for these officers who are in the pay of the county the average number of children under their care is over 100, and in some of the congested districts the number reaches as high as 175, and in one case 200 children—each life a tangled life. We think school teachers are overloaded with fifty ordinary children in the schoolroom, and yet our machinery is so crowded that when we take up this new work to look after the welfare of the child we are unable to get the public support to pay for officers enough to do the work properly. Of course we expect to ask the public, as you expect to be asked here to appropriate sufficient money to hire the best men and the best women in your community to do this work. If you need higher qualities in a parent, in a Sunday school teacher, in a teacher of the public school, what kind of qualities, do you think, are needed in the man and the woman who are to bring redemption to the child of the juvenile court? And then, we are also going to ask in Chicago, as I hope you are here, for volunteers who will come to the aid of these probation officers, who will stand in groups of twenty-five or fifty, or one hundred, perhaps, in some of our districts, behind the probation officer ready to be sent, a man to this young man who needs the help of a young man, and the woman to this girl, and so on, so that there may be brought into those lives the personal touch which an officer in charge of fifty or seventy, or one hundred, or two hundred children, cannot by any possibility bring in her own person.

But there is another kind of work which the probation officer has to do, of which I will speak just one word. There are a large number of cases which our probation officers have that have never been before the court that have to be looked after; and in our city even if those volunteer workers, persons who do not go to the juvenile court at all, volunteer to care for one of these wards of the court, I believe that it is possible for us to open our eyes to the needs of the boys and the girls who come in contact with our own boys and girls in the schools and in the homes. How many of us, when our

boy Jimmie is playing with Johnnie, and Johnnie is reported to be using bad language, or addicted to some bad habit, does the father or the mother say, "Jimmie, now don't play with Johnnie any more; just draw off; don't let him come in here. I don't want to see him." Now, I recognize that there are some kinds of moral contagion where this is wise, but I wonder if it is not wiser to follow the methods which Jacob Riis says his wife followed, and invite the gang in with my boy, and give the boy who uses the bad language, and has a little tendency in the downward way and perhaps has not so much help from his father and mother as my boy has, to come in. I was speaking along this line in Chicago the other day when a man in the audience said, "Do you mean something like this?" and then he related how he had four children of his own, and one of them came to him one night and said, "Papa, I believe Sammy is not a very good boy," and upon inquiry it was found out that he was doing some things that the child of my friend had been told not to do. Upon further inquiry, it was found out that the father of the boy was away a great deal of the time, that the mother was a hard working woman and did not have a chance to take care of her child as well as she ought to, and this boy was inclined to go to the bad, but he had a fine voice and was the best singer in the school, the public school to which he went. The father says, "Suppose you invite this boy to your house and let him sing with mother and us; we have a piano. I suppose he would like to come over?" The boy said, "Yes, I think he would like to come." So they invited him to come, and he sang with them, and he associated with their children for several months, and seemed to be a different boy. Under this influence his musical genius was awakening within him, and he seemed to be on the way to a higher kind of life. He says: "Do you mean that sort of thing? That instead of sending that boy away I invited him in?" I said, "Yes, of course."

"Well," he said, "I think I can do that, I think my neighbors can do that." So you might go on giving illustrations—let me give one more. I was speaking at another place, along this line, and a woman came up to me afterwards, a woman who had a very decided brogue, foreign born woman, but whose soul shone in her eyes, who had common sense, and who had achieved some success in this life, and she said, "I want to give you an illustration of what I think you mean," and then she told me a story about a boy who was the son of a hard working woman, who had been a truant from school and could not be dragged to go to school; his mother could not look after him because she had to work. She said, "I told my boy to take him along to school. He was two years younger than this boy; one was 9 years old, where the other was 11. I said 'Paul, do you think you and I could get James to go to school?" And after I had talked with him a while, he said: 'Yes, I will try and help,'" and so she went over to the mother of the other boy and talked with the boy himself, and they agreed that Paul was to go every morning to the school with him.

to go clear to the door with him, then to bring back the report from the teacher he was there, and how well he had behaved during the day, and she said it had worked from that day to this, and that was eleven months ago. The boy had not been absent from school a day, and he had become very much in love with his work and was redeemed to a life of studiousness and to a better possibility in himself. A little thing to do. The case never came into the juvenile court. But I do not believe you could help Mogy Bernstein and Judge Sutton any better than by doing that kind of thing to strengthen them in their work.

Now, in closing I would like to say this: That some of us feel that because our children are looked after, that there is no particular reason why we should look after the children of anybody else, or that we should take very much interest in the juvenile court. Now, I wonder if we are awake to the fact of the contagion of typhoid fever and smallpox and yellow fever, and the measles and all that sort of thing in the physical world. I know we are, but I do not believe one-half of the people in this audience are awake to the possibilities of moral contagion that may come from this neglect of the boy, or this neglect of the girl. There is no such thing as shutting ourselves up in our home, or our neighborhood, or our part of the town—even our town as against another town. Moral contagion is just as real and definite and blasting a thing, and it involves the life just as much as physical contagion, and as we must come to the consideration of the question asked by Mrs. Sherlock Perkins Stetson Gillman in the matter of her child, in which she asked this question: "How best can I serve thee, my child?" She considers the whole round of possibilities for the child in her beautiful poem:

"Shall I give you wealth, honor, position, power, or all of these?" And she says no to each, because even if they had been obtained, singly or all together, there is that divine human consciousness in the heart which cannot leave a man or a woman hope so long as he knows that there are others who are not happy, who are not fulfilling the best that is in them, and she comes to this conclusion: "My child is a part of the world; the only way I can save you and serve you is to save the others." We must save all the children on earth; so let it be, God helping us, we will do it.

Judge Sutton—During the last few years, Douglas county has been expending approximately $250,000 a year to catch and punish criminals and not one cent has Douglas county spent to keep little boys and girls from becoming criminals. This vast amount of a quarter of a million dollars includes the cost of the police department in Omaha, the cost of the operation of the criminal court, and the cost of the sheriff's office pertaining to criminal cases, and our share of the expense of maintaining the state penitentiary, and yet, after expending this enormous amount of money annually, crime is now increasing in Omaha, and is increasing in all the large cities of the United States, or nearly all of them. Students of criminology have been investigating the problem of the treatment of crime and criminals,

and have come to the conclusion that we have been pursuing the wrong system; that instead of punishing the criminal at maturity, we ought to keep these little boys and girls from becoming criminals. This is the work of the juvenile court, and the juvenile court of Omaha, and all of the departments of the court, need the help and the co-operation of every sincere, God-fearing and liberty-loving citizen in Omaha and Douglas county. I trespass upon the time of Judge Mack just to say these few words because I have the opportunity again. Omaha ought to feel very proud this afternoon to have with us such a distinguished citizen as Judge Julian W. Mack of Chicago. Chicago could afford to pay Judge Mack $10,000 a year for presiding over its juvenile court, and could still congratulate itself upon having made a good investment. The judges in Omaha receive $2,500 a year for doing the work of the juvenile court, together with their other judicial work. But the juvenile work is a great work; it is a work that is going to grow. I am very glad this afternoon to have the pleasure and the honor of introducing to you Judge Mack of Chicago.

Judge Julian W. Mack—Friends: Mr. Thurston and I did not take this little trip in the expectation that we might be able to teach the people of the west anything new in regard to the juvenile court. We went to Denver to learn at the fountain; we came to Omaha in the firm expectation that we would take away with us some lessons that we could apply in Chicago, and I want to congratulate the citizens of Omaha on the work that is being done here for the children. I believe that I am acquainted, either personally or through their work, with most of the juvenile workers of the country, both judges and probation officers, and in no spirit of flattery or exaggeration do I say that you are to be congratulated in having now, and in having had for so many years among you, that living human dynamo, Mogy. (Applause). Long before the juvenile court was established here, long before the juvenile courts were established anywhere, he was doing the work that we are trying to have done all over the country, and in talking with him today, and asking various questions, to see what his views were, I found that he had the most progressive views on every phase of this work; that there was not a single thought that was not uplifting and that did not mean that the children of Omaha have found a man that is going to help them and save them. (Applause.) I only wish that we had one such in Chicago to supplement the work Mr. Thurston and the court is trying to do.

And what is all this juvenile court work, what does it mean? Is there anything so new about it? Hasn't the state, haven't the people always cared for the children? Haven't we always tried to do our duty by them? In a measure, yes. And in one branch of the juvenile court work there is no new fundamental principle. The neglected orphan and the dependent child is the ward of the state and when it has lost by death, misfortune, depravity or otherwise the care of its natural parents the state will step in and do the work that these parents should have done; and in caring for our dependent

children the juvenile court is doing that which was always done by some court in all our history. But even here the juvenile court is attempting to carry out the most progressive ideas. Years ago we thought that all orphan children should be be put in orphan asylums and rested there. Modern thinkers along child-saving lines don't believe in that way any more; they know that every child deserves individual love, individual care; they know that in no institution, no matter how grand the superintendent or the matron may be, can the child get that individual love that we want to give to our children, and that we want our children, if we should be taken away, to have. When you get home and your little one comes to you and pours out its petty troubles and its heart-burns, you listen patiently; you know that they amount to nothing at all, but you do not say that to the child. You know that for him these petty troubles are real burdens, and the mother's breast is there to receive those burdens; there to permit the child to open up its heart. You give it that individual opportunity that every human being craves. No superintendent of an orphan asylum can devote his time or his thoughts amongst the three, four, or five hundred children in such measure that the child will come to him freely with all its petty troubles. And what is the result? The poor little soul is oppressed and it pours out its troubles in hot tears in the solitude of its bed. Now, what modern workers in child-saving want is that these little ones may find a foster parent and not an institution, and all juvenile courts, in dealing with dependent children, aim, so far as possible, to find homes for the children. And I have been delighted to know that in the work here you have been so successful in finding homes; so successful that your officers tell me there are more places for children than there are children for a home. And yet, the time may come when it will be difficult to find those homes, and therefore, I say to you, you who may have no children to brighten your lives, take to yourself some orphan, some dependent, some poor little one; take to the mother's heart, those who have not been blessed with children of their own, take some little stranger and give to him that love that is only waiting for an opportunity to pour itself out; make that little life happy, and assuredly you will make your own life happier. In this way the people can do so much and can be of the greatest assistance to the juvenile courts. But, as I said, the care of the dependent child does not mark anything distinctly new in the world. It is, in the case of the delinquent child that the new feature comes into our jurisprudence. It has always been basic in our criminal law that when a person has reached the age of criminal responsibiliy, the age of 7, or 10, or 12, and there is a difference in different states; whenever the child has reached that age he is dealt with exactly like the adult. Our common law made no distinction whatever. The child who had broken the law must, like the adult, be punished. The authority of the state must be vindicated. Our offenders must be deterred from committing like crime. That is the underlying theory of our

criminal jurisprudence, and the result was the child was arrested, put in the police station, bound over to the grand jury, where they have grand juries, indicted, brought before the criminal court, convicted and sentenced to jail, to the penitentiary, the house of correction, and during all the period from the first day of the arrest mingling with the vagabonds and the harlots and the criminals of adult years. Saved? No thought of saving. Damned, and damned forever; contaminated, criminalized. All of the good that there is latent in the child crushed by the treatment that the state gave to it. All that was bad brought out through contact and association. True, during the last century, ameliorating influences were at play. We established reform schools instead of penitentiaries for juvenile offenders. Incidentally to the basic principles of punishment, with its deterring influences—incidental, I say, to this—came the idea that the child might be helped, so that when it left the prison it might at least know a trade. That was a grand thought, but it was not sufficient, because it was only incidental. The juvenile court legislation represents this theory, that with the delinquent, just as the dependent child, the state is the greater parent; that every child within its borders is its ward; that when the natural parent fails in its duty or is unable, no matter how good he may be, to perform his duty to the child, the state must step in, the state must take charge of its ward, not to punish, to damn, to condemn the child—no, as the kind but stern parent, to train the child, to educate, to raise him up to decent citizenship, to eradicate those evil tendencies that have produced the particular wrongdoing, to bring out the good that is latent in every human being, so that in the end the child may be a good, decent man or woman. That is the basic idea of the juvenile court, and, therefore, in dealing with the child, the delinquent child that comes before the judge, the problem presented is not a legal one, but purely a human one. There is no type, there are no classes, it is all individual work; and individual work is the only true work. The educational idea is uppermost; the one thought is, how is this child to be dealt with in order that he may turn out good? The problem, of course, is not an easy one. We have not yet solved the difficulty; we have not yet solved the methods by which the desired results can be procured. We have the same difficulties that the teacher has, for the teacher's work is exactly the same. The true teacher does not regard her class as a unit. The true teacher knows that her class is so many individuals. The true teacher knows that her work will be successful only in the measure that she learns the individuality of each child, and that she gives to each child that human sympathy, that human interest, that human care and thought that the individual needs of each individual child demands. That teacher's work is our work and, therefore, I say the work is all human. It is not merely a legal one. Now, how do we go about it? There are two things to be done: Either the child has to be sent away, or it has to be

be left at home. No child ought to be taken from its home if the home is anyway fit—a place fit for the child. There is nothing so strong as the human blood tie; there is nothing more pitiful, nothing more saddening, than the sight of a mother clinging to her youngster, or the youngster clinging to the mother, whom it is the duty of the court to separate. No matter how low or degraded the parent may be, the spark of mother love is but seldom deadened; and yet the character of the home, the life of the parent, the miserable surroundings, may be such that the good of the child, the one thought of the court, can be attained only by taking it away. And then, as I said before, in taking it away, what we ought to attempt to do is to find some other home for it. Of course, there are children who have lived in wretchedness amidst scenes of drunkenness and debauchery who need a stronger, stricter training preparatory to finding a home for them. There are children who have gone such lengths in wrongdoing that they need sternness, that they need good elements in the institutional life, and those children we must take away and send to institutions. When a child, however, is placed in a family; when a child is left at home in its own family, what that child needs is that which it has failed in full measure theretofore to receive, and that is the personal care, attention, uplifting influence, of some individual. We attempt, as Mr. Thurston said, to give these to our probation officers. They are there for that purpose; their duty is to go into the homes, to understand the child, to get right into the soul life of the child, in order that they may make their influence for good felt; to get acquainted with the parents, to talk with the parents, and, if needs be, and only as a last resort, to threaten the parents with the loss of the child. Now, one officer having complete charge of a geographical district, having not only this to do with one hundred to two hundred children, but having to be the general guardian of all the children in the district, the one to whom complaints can be made about the wrongdoing of the children in that region, the one who must look out for the places of evil in the district, that they be not permitted to contaminate the children of the district, cannot properly do all this work. And it is here that the public at large can again be of the greatest assistance to the juvenile court. What we need in this work is for each child that comes into the court, some one man or woman who knows what life is, who realizes the duty and the obligation implied in that word that comes so lightly to our lips, but that means so much to the real earnest thinker,—human brotherhood. What each one of these children needs, as I say, is some one man or woman who has made a real success of life—not merely a money success—who knows life and who loves the child, and who is willing to give not merely that which you and I and everyone within the hearing of my voice can so easily give because it will come out of some surplus—money, but who is willing to give that which is dearest of all—himself, his thought, his heart, his time (applause)—this personal service of the

individual. And I cannot help emphasizing all through this work that it is the individual that counts; the individual that we are looking after, the individual man and woman who can help that individual child. I say, if the juvenile court has for every child just one man and woman who has made a real success of life, who will be to that child a real friend, particularly the young man, the young professional man, the young business man, who can give some of his evenings, some of his thought during the evenings, to the young growing boy, either at school or at work, who can show him things in life; that the good is better than the bad; who can take him to the theater, take him to the ball game, take him into his own home, as Mr. Thurston said those other people have done; take him into his own home and show him how a decent man lives, don't you know that that boy is saved? And let a good, decent, honest woman interest herself in the young girl that is just going astray, or in the young girl that has gone astray; don't let society lift up its hands to crush her; no, let society lift up its strong arms to sustain her and to show her that there is always hope and always room for the repentant sinner. (Applause.)

You have not any idea, ladies and gentlemen, how far-reaching and deep-seated is the trouble with the young girls and the young boys. I am not surprised any more when I get cases of that kind every juvenile court day in Chicago; I am no longer surprised when I am told that in smaller communities, such as yours, the same state of affairs exist. Depravity of the worst type in little girls and little boys, 10, 11 and 12 years of age, and those children are in our schools; those children are the associates of our children. Aye, perhaps the wrong strikes home without our knowing it. I say to you that there is nothing more important in the world than for the father and mother to be the real companion of their child. (Applause.) If you can make your child feel that you are not merely the parent, with the parental authority, but that you are the companion, the chum, the friend, eager to share in the child's thoughts, willing to enjoy and to encourage the child in its pleasure, the boy in his sports, you have conquered your child (applause), you have saved him from going wrong. If you fail in this, I warn you of the dangers ahead.

And this problem that Mr. Thurston pointed out—of the moral contagion—what does it mean? That we cannot raise our boys and girls alone? Nay, put it from the standpoint of our duty, morally, as members of the human family, to assist our neighbor. Put it on the more selfish standpoint of protecting ourselves, and we will be quick to realize the duty to assist others. We must see to it, we fathers and mothers, and teachers; and I speak as one who has been and is still a teacher; we must see to it that we know the child and gain his confidence. We must see to it that other parents know their children and gain their confidence. I believe that in connection with every school in the country there ought to be a parents' association and that the fathers and mothers should come together, and that

those who are best able to instruct the others should show them how to gain the confidence of their children, how to bring home to the grown children, in a pure, beautiful way, through the life of the plants and the animals, the mysteries of human life; for surely, if you do not bring it home to them at a comparatively early age, in the beautiful manner, they will get the knowledge, and they will get it in the nasty way, and the teachers must be ever wakeful for the first signs of wrongdoing in the schools; when they manifest themselves by the language written on the walls and by the notes that pass between the children. The teacher's eye must ever be awake and watchful for these symptoms, and the moment the symptom appears in any schoolroom, it must be checked, lest it lead to disastrous results.

But while all of this work of the juvenile court is in a measure preventative, in that we now attempt to save the child and make him a good man or woman, and thereby spare the state from dealing hereafter with the criminal, yet from another point of view, it is merely palliative. We are not striking at the root of the problem; we are only taking hold after something has gone wrong. We cannot get at the real root of the trouble until we reach the millennium, when social justice shall prevail. At the bottom of this human problem are the human inequalities, the human injustice, the fight of class against class, the absence of the true manifestations of the spirit of human brotherhood, and in so far as we cause justice to prevail, in so far will we save the children from coming into the juvenile court. And we can do much toward this end. The state has a great duty. The people as a whole have a great duty toward the individual.

I am not a socialist in any sense of the word, but I realize that there are many duties that the state owes, and that the community owes, that have not been fully done. Take the case of the truant child. Why is the child a truant? Why does it not want to go to school? Many a child cannot sit all day at books; it requires some other outlet for its energy. The schools are recognizing this. They are recognizing the duty of training, not merely the mind, but the eye and the heart. We are getting manual training, and I have been told and I am glad to know that you have it in your fifth, sixth, seventh and eighth grades. I wish you had it from the very first day. You have not any idea what an influence it is on children who cannot stay at their books. We have in Chicago a private training school that was established some fifteen years ago for the poor Russian refugees' Jewish children. It was never sectarian, as none of the Jewish institutions are. Some time ago a boy came in there who had been a truant from his regular school, and it was thought that possibly that school might be able to do him good. The wise superintendent sent him up to the work shops; they did not put him at books at all, but let him work. A few weeks later the little boy comes to him and says: "The teacher has written out a lot of things; I wish I could read them, then I would

know what to do; won't you put me in the reading class?" He was put in the reading class. Do you suppose that boy became a truant from that reading class? No, he had an incentive to work, and a little while later the boy, who had never studied mathematics, learned that in using his tools he had to be exact; that there were instructions containing figures, and that unless he learned to count and work out these figures he could not make the things that he was trying to make, and he came to the superintendent again and he asked to be put into the class of arithmetic. He never played truant from this school. That is only one of many illustrations of what manual training does for the child.

There are many other things that the community can do. Think of the poor mother who goes out to work. What a great relief it is to her, when she is at work, to know that her boys and girls are under the teacher's eye, four or five or six hours a day; and what a great relief it would be to her if we had, all over the country, what they have in some places; not only the teacher during the school hours, but the play instructor during the free hours. If instead of closing the gates of our school-yards when school is over and turning the children into the street, where they are bound to come in contact with a policeman sooner or later, we regard our schoolhouses as social centers, to be utilized day and night; at night time for the working boy and the working man and the working woman—the foreigners are eager to receive instruction—and after school hours as the playground of the community, where the children can play, and play under supervision. (Applause.)

I think of the troubles and the anxieties of the mother, during the long summer vacation, when she knows that her boys and girls must be left to themselves. While we are solving the problem in a way in some of our cities, we have done a little something in Chicago; we ought to make it universal; we ought to make it in all the schools; we ought to have the vacation school and not merely the regular school; we ought to have the vacation school where the child would be brought close to nature, with its excursions into the fields and into the country, where play and work will be mingled, where the child will be taken care of, where each will be occupied in useful things. Of course all this costs money. Of course the boards of education in our various cities have not what they need, and they won't get it until you and I learn to do our duty and pay our taxes. (Applause.) We have all got to do the right thing if we want the right to prevail. If we don't do our duty how can we expect the children to do theirs? When the children see the wrongdoer escape, what conception do they get of justice, of duty? The little child who commits a wrong and is brought into court and put on probation or sent to Kearney, and that child sees the greater criminals, the rascals, the grafters of the community, escaping through all sorts of technicalities, what conception does that child get of justice? (Applause.)

No, if we want to bring about right results in the children, if we want to make men and women worthy of the name, we ourselves must be worthy of the name; we ourselves must do our duty.

And then other measures: I don't know of whether you have a day nursery here. We have a number of them in Chicago. Unfortunately sixteen or seventeen are not enough. We are getting more. There is no sadder problem in the juvenile court than that of the young mother, widowed or deserted, who comes in and says to the judge, "I want to give up my child, I cannot support it, I've got to work, there is nobody to care for it." If I know that there are vacancies in the day nursery, I tell them of it, who have never heard of them; I tell her that we will see that she gets a room near one of the day nurseries; that she can leave her child there all day long. I will see that she gets work, so that she can go home at night and take care of that child. But it does make the heart burn when you have got to keep her in ignorance of the day nursery because you know they are all full and you cannot help her and you have got to let her give away her child.

The day nursery does not only mean that that child is saved to its own mother's love and care; that that child is well cared for instead of being put out to a large asylum, perhaps; it means more—it means that that young woman is saved, because when the young woman, widowed or deserted, is ready to give up her babe, there is only a few months before she is ready to give up herself. Save the babe to the mother; make the mother keep that babe at home at night, and she will stay there herself. (Applause.) And one more life is saved.

And then we have got another thing in Chicago that we feel proud and happy about and that is our small parks. We have established them in one section of the city; we are going to establish them in all sections. We have now a string of eleven or twelve parks, small parks on the south side, in the thickly populated region. Every one of these parks has a large assembly hall, and in each one of these parks we have a large swimming pool, and the boys and girls in the neighborhood that behave themselves come there. Do you imagine for a moment that those boys and girls are going to get into the juvenile court? No, they are saved. They have got the natural outlet for their desire for play and for sport. Each one of those places has got an instructor to look after the children. In the large assembly hall there is an opportunity for dancing—and what girl does not want to dance? If you don't give her the opportunity to dance in a decent way, in a decent place, under decent auspices, she is going to a dance hall connected with a saloon, and she is going to be lost, because there are few of them that go there that are saved. Isn't it worth while for the community to give those public playgrounds and those small parks and save three or four or five hundred children from going wrong? That is what we are trying

to do, and that is what I hope you are going to try to do in this community.

There are many more phases to the juvenile court work that we should want to touch upon, but the hour is growing late. If in return for what we are taking away from this city—and I assure you we are taking away much—if in return for that I may have brought home to you a kinder realization of the duty of the individual toward his fellow men and may have impressed upon you the need of your juvenile court (as all of our juvenile courts) for the help from the true-earnest, God-fearing people of the community I shall go home well repaid for the trip. (Prolonged Applause.)

Judge Sutton—I want to introduce Judge William A. Redick, one of our juvenile judges who is always ready and anxious and willing to do his part and share in looking after the little folks. I introduce Judge Redick.

Judge William A. Redick—Ladies and Gentlemen: About the only excuse I have for detaining you at this late hour perhaps is that I happen, through the ignorance and foolishness, perhaps, of the voters of this county, to be one of Mogy's judges.

I certainly will not attempt to add to what has been said by Mr. Thurston and Judge Mack here upon the subject of the work of the juvenile court. I have listened with great pleasure and great instruction to what has been said. All I might hope to add would be to enforce some of the thoughts that they have brought before you upon your minds in a little different way than they have done, and to do so I am going to tell you a couple of stories.

The first one is that of the faker on the street corner, who had attracted quite a large number of men and boys by his loud howlings, and when quiet had been attained they found that he had upon his hand a flea, an educated flea, and he would say, "Sit up," and the flea would sit up; he would say, "Lie down on your back," and it would lie down on its back; "Roll over," and it would roll over. After repeating that two or three times, all of a sudden the flea disappeared. A search was begun among the crowd to recover the flea. Finally the faker said: "This flea had a predilection for colors, especially blue; has anyone here anything of the color of blue upon his person? If they have, in all probability the flea will be found there." Sure enough a gentleman was found that had on a blue necktie, and, after searching down a little below the opening of the vest, sure enough there was the flea, and he handed it back to the faker, and the faker put it on his hand and said, "Sit up," but it would not sit up; he says, "Well, lie down, then," and it would not lie down; "Well," he says, "turn over," and it would not turn over; and he handed it back to the gentleman, and he says: "This is not my flea, it is yours." (Laughter.)

Now the point is here, ladies and gentlemen: This juvenile court is not our flea any more than it is your flea. These juveniles

are no more our fleas than they are yours. We are called upon as a part of the machinery of this government, as your officers and as your engines, to put in force and carry out the provisions of the juvenile court law; but without the assistance of the people of the community in so doing our work will go for nothing. We, therefore, demand, and have a right to demand of you, as being equally interested with us, in looking after what may be termed as the fleas of the community.

Now there is another point, it seems to me, that has been brought out by the speakers, or referred to by them, which may not, however, have been entirely appreciated by you, and that is this, and it calls to mind another little anecdote—and this is an anecdote rather than a story, because I understand it is true: There was an extremely old lady, who lived across the river in Council Bluffs, who had a son who had been treated very niggardly by nature so far as personal beauty was concerned. There was hardly a feature on his face that one would recognize and call his own or be satisfied with, and this old lady was calling one day upon a young married woman whose first baby was about three or four months old, and the younger woman said to her caller: "I see other babies all around here, and they are all so pretty, and my little one is so homely I don't know what to make of it." The old lady says, "Never mind that, never mind that; why, my boy, Fred, was the homeliest baby you ever saw, and now just look at him."

Now the moral which I point from that anecdote is this: We are too apt when we see a newsboy walking down the street, or when we see any little ragged urchin walking down the street, to cast a look at him or a glance at him; we see his face is dirty, we see the high water mark on his neck, we see the rags at the bottom of his trousers and on his coat, and we pass him by and pay no attention to him. We say to ourselves, there is nothing there to interest us; he is nothing but a dirty little urchin, and we pass him by; but ladies and gentlemen, I want to say to you, like that old lady over there in Council Bluffs, if you look at that urchin with love in your eyes and with kindness and charity in your heart, you will stop him and you will ask him questions, and find out where he is going, where he lives and what he does, and that is the way, that is the spirit, which is moving not only the juvenile court and the officers of that court, but it is the spirit that ought to move you and everyone in this community for the benefit of ourselves as well as for the benefit of those children.

I thank you. (Applause.)

Judge Sutton—I had the pleasure of dining with Judge Mack to-day, and I inquired about the distinction between the Illinois juvenile law and the Nebraska juvenile law, and asked him to point that out to-day in his address so that we might amend our law in any respects in which their law might appear to be better than ours. I believe he has forgotten that, and I believe he wants now to supply that omission.

Judge Julian W. Mack.—I do not intend to point out all the differences, but will simply say an additional word or two to you by way of suggestion:

We have in Illinois, we have what we call the child-saving league, and we are going to have, and we are now establishing, what Judge Lindsay has established in Denver, or what you have in the nucleus of your newsboys' club, a juvenile improvement association to help along the youngster.

In this child-saving league we got together most of the people that are doing active work on behalf of the children, and framed our legislation, and we get the laws through the legislature that we ask for. You ought to do the same thing. Those of you that are most interested in this work ought to get together with the judges and frame up the right legislation, and then see that your legislature gives it to you.

There is one point in particular in that legislation, or two points, that I would suggest changes in.

One is that you limit the age in which the child is to be brought into the court to 16, or possibly under 16. I would suggest, particularly in the case of girls, to add a little to that, because there are girls of the age of 17 who are victimized or who are led astray, and who may still be carried along and taken in hand in the loving way in which the juvenile court attempts to take them in hand, and be saved.

A more important point is that, under your law, the child must not only be under 17 when it is brought into the court, but the court loses its hold on the child when it reaches the age of 17.

That is all wrong. The dangerous age for the boy of 16, who has gone wrong, is 17 or 18 or 19. That is the age of our young bandits.

When the boy is once taken in hand by the court, whether it be to put him under probation or to send him to the institution, he ought to be kept in hand, if need be, until he is 21.

I do not say that this is necessary in all cases. In very many it is not necessary at all. But the court should have the power to keep him in its charge and not be compelled to release him at the end of his 16th year.

We provide for possible cases when we increase the age limit, in what seems to me to be a wise way, by empowering the juvenile court judge to turn over any child to the processes of the criminal law if he deemed that the child had become a confirmed criminal.

Now, when you are dealing with boys of 17 and girls only 18 that may have gone through such a stage of wrongdoing that they ought to be sent to a penal institution. That sometimes happens. Rarely, I believe, but still sometimes. And that enables the court dealing with children of an older age than you now provide for to avoid the dangers that go with it.

This is all that I want to say about the criminal law. But since I am on my feet, I suppose I ought to tell a story. (Laughter.) The

story, however, will be a real story and not fiction—in fact, two of them. When we landed in Denver yesterday—and it illustrates the power of personal work, Judge Lindsay told me of a boy whose father was a drunkard, and the mother worse. A boy of 12, he was a little thief and truant, and the victim of all the bad habits that a boy can be a victim of—and cigarette smoking was the least of them. You know the rest. He was about to send him to a state institution when a woman of wealth and position in the community interfered and said, "Judge, give me a chance at that boy." And Judge Lindsay, who thinks that every boy, no matter how bad he is, can—nearly every boy can be saved from going to a state institution—said that this boy absolutely must go there; "You cannot do anything with him in your home, and you would not tolerate him there a day."

"Well, now," she said, "I think I can if you will give him a chance." He gave her a chance. The young rascal, of course, would not go to school. He played truant. She stopped sending him to school, but she spent three to four hours every day teaching him herself; she looked after him. He lived in a beautiful home. He got his daily bath. He was a regular ragamuffin, and he looked like that woman's child looked to the rest of us. Eleven months had passed. Judge Lindsay and Mrs. Reynolds told me that there is not a finer, cleaner, more honest, polite, manly boy in Denver, and that is the result of personal influence and nothing else. There was heredity and environment both working together to kill the boy. There was human love that saved it. (Applause).

Let me give you another case nearer home. When we started our state institution, something like yours in Kearney, a body of Chicago millionaires went around the country to the different institutions. In going through one in Indiana, one of the gentlemen who, though he has no children of his own, is president of one of our largest institutions for dependent children, said to the warden: "I wish you would point out the worst chap in the place." The warden said, "There he is, Joe Smith, 19 years old; been in here most of the time since he was 12. He has got more black marks now than any boy in the place, and it will be years before he gets out."

The man stepped back and began to talk to Joe. He told him he was not trying to preach to him; just wanted to help him. But Joe was mum. He went on talking to him; told him that when he was a boy some friend of his came along and told him it was just as much fun and just as easy to be near the top of the class as at the bottom, and encouraged him to work to the top, and when he left school he was near the top and felt all the better for it. But Joe was still mum. Finally he gave him his name and address, and told him that all he wanted to do was to help him if he could, and that if he wanted he could write to him. The boys are permitted to write on the first of each month. The first of the next month Joe wrote to the gentleman. He said:

"I don't know whether you remember me, but I am Joe Smith. I don't know whether you care anything about it, but perhaps you do; but I want to let you know that I got some of those black marks off, and I am going to try to get some more off. The reason I am writing this to you is that you are the first man that ever said a kind word to me."

Joe got a letter in reply. The first of every month he wrote again, and more black marks went off. Joe was out in less than a year, with a clean record. He came to Chicago. This gentleman is one of our very largest merchants, and he is the head of a business of many millions a year. He gave him a job in his place. The boy was interested in electricity. He paid for a course in the Scranton correspondence school. After a little while he sent him out to one of our cities on the Pacific coast; set him up in a little electrical business, supplied the capital and went in on shares with him. Two years had passed; that boy's mother and sister are living with him. He is not a bright light. He is an ordinary fellow. But he is a decent citizen. He was a thief and a rascal, a bad boy, and did everything a fellow ought not to do. The human touch from this grand, kind man saved that boy to himself, his family and the state.

Wasn't it worth the interest of this man with all of his tremendous business cares. And there is not a busier man in the city, and yet he is a man who finds time to be at the head, as I said, not only of one of our largest institutions for dependent children, but he is interested in every uplifting work in the city. (Applause.)

And if you will indulge me, I will relate just one more story to close—one of Judge Lindsay's. He talked to a body of business men, as I hope I am talking to a body of business men, and he asked them to do what I am asking you to do—to take a personal interest in the work of the juvenile court; and some of them said they would; and one of them, the superintendent of one of the largest plants there, the Pullman works, took a boy from the judge, a boy who had been pretty tough. The second day that the boy was in the place he threw an iron rod at his foreman, nearly killed him and almost broke a machine worth a thousand dollars. (Laughter.) The superintendent came to the judge about it. Something radically wrong. But the judge was not satisfied with the mere statement of the case. He wanted to find out the underlying causes; the thing that we must always search for when we see the mere result. And he found that this foreman had called this boy a jail-bird in the presence of a lot of the other chaps. Of course the fellow had been in jail a number of times, but that was no reason for him to call him a jail-bird. The superintendent had tried to help him and gave him a job, and the boy did what ninety-nine out of a hundred would have done—lost his temper and let it fly. And the judge persuaded the superintendent to give him a chance, and he put him under another foreman in a different de-

partment. Some three or four months after that the judge met the boy on the street, ragged, unkempt, in a worse condition than when he had first seen him in jail. He had been out of work for a month. The judge had been told of this and had been looking for him. Began to look into the cause. The boy said, "What is the use? Everybody is against me." The judge tried to encourage him by telling him everybody was not against him; he, at least, was his friend, and he asked him why he left the place. And it turned out that the boy had gone into a grocery store and there were some other chaps there, and this first foreman against whom he had thrown the iron rod was also there, and when the boy came in, this first foreman said to the groceryman: "Look out for your cash register," and the boy's spirit was crushed, and he turned away and threw up his job, and he felt the hand of society was lifted up against him and that there was no chance for a chap that had gone wrong and been in jail. And again Judge Lindsay went to the superintendent and told him the whole story. Although the superintendent said he was not running a reform school, he saw the justice of the thing. He said that the first foreman was a drinking man and had had trouble with a number of boys, and he was going to bounce him, and he said that if the second foreman was willing to take the boy back again he would give him another chance. The second foreman was a man. He took him back. The superintendent a couple of months ago left Denver for Chicago. Before he left he told Judge Lindsay that the boy was the best boy they had in the place. Two years had elapsed. The best boy that they had in the place in twenty years, and that it would be only a few months before that boy would be a foreman.

Again the human touch. (Applause.)

Judge Sutton—The committee in charge of this meeting wish to thank these gentlemen for their presence here and wishes also to thank those who came here in the rain to listen to our distinguished guests, and we ask all of those here today to do something or say something during the coming year to help along this juvenile work so that when we meet again a year from to-day we may have to report good tidings of the work accomplished.

You can do more through love than you can through hate. Bulldozing and angry threats may sometimes seem to win, but love, tempered with justice and firmness that commands respect is the only true balm for a wounded soul, especially of a child, even if it sometimes seems to fail.

REPORT OF THE DETENTION SCHOOL, OMAHA

(Mrs. Harriett Heller, Superintendent—By courtesy of Mogy's Magazine

One hundred and seventy-one children have for greater or less time been placed in the detention school, which opened June 20, 1905. The efficiency of the court has been greatly augmented by the generous

provision made by the county commissioners for the detention of the children in charge of the court.

The commodious house at 2205 South Tenth street, with its delightful grounds, has offered many of the material aspects of genuine home comfort. Mrs. Heller, with Misses Grey and Stevens, who were associated with her in the kindergarten of the Froebel school, have found a wide field for the exemplification of Froebelian principles. Mr. W. C. Fraser, who teaches and supervises the boys at work and play, has found an extensive area for sowing seeds of fair dealing and integrity.

The children are taught to take part in all the varieties of the work that is done to maintain a good, comfortable place in which to live. Both boys and girls take turns at cooking, washing, ironing, bed-making, dish-washing, dusting and cleaning floors. It is a great revelation to most of the children, for they have no knowledge of work and, of course, but little power of application.

They are always willing to help and almost always willing to do things over until they reach the required standard.

The girls are taught to mend and darn. Some even acquire some skill in making garments. Several have been interested to learn to crochet. The girls who come here know none of these things.

By 10:30 a. m. the housework is usually done, and such of the children as are not sent to the public school are assembled in the schoolroom for study till 12. The afternoon school session is from 1:30 to 3:30. An effort is made to help each child to a little advancement in fundamentals each day. Six or seven boys between the ages of 10 and 14 have been lifted from uncertain stammerings over the first pages of the first reader to creditable ease and speed in the third. Under ordinary conditions the children are allowed to play out of doors several times each day. When a boy has not had his hearing in court or has lost cast by ill behavior this privilege is withdrawn.

It is the wise ruling of the judges in making it a moral obligation to remain here that enabled the restraining influence of the detention school to be invisible walls instead of a real barricade.

Yes, a few boys have "ducked." Only one has been helped to stay away. One interesting case occurred in the first weeks of the school's life. In spite of all explanations and remonstrances a young Syrian lad suddenly departed, leaving just a vanishing streak of brown legs in the air. Inside of half an hour he came back, leading a little brown brother. He "could not sleep," he said, "without Charlie." They were motherless and had never yet been separated at night.

A cleansing bath, clean clothes, wholesome, adequate food, a reasonable allotment of work and study, play and diversion seems to transform these dreaded delinquent, incorrigible, dependent and neglected children into a very normal condition. They are usually kindly, courteous, amenable, affectionate and happy.

They are always under supervision. This seems altogether the

simplest plan for rendering harmless any evil tendencies and keeping active all the possible elements of good.

The children play games indoors—not always quiet games, either, though checkers, dominos and snap are favorites. They are fond of singing hymns and much enjoy the religious services arranged for them on Sunday afternoon at 4. Of books to be read allowed, "The Wild Animals I Have Known," Jungle books, giant stories and "Chatter Box," and Youth's Companion are favorites. But most of all the children love folks, and most of all their hope is to be at least wholly removed from the danger of setting themselves against society lies in coming to know and love really earnest humanity-loving men and women.

The youngest child held for the court was 2 years old, and two girls have been released on becoming 16 years old.

The family has varied from fifteen to twenty-five in number while Denver's detention family runs from eleven to fifteen. They maintain no dependent children at this institution. We have never harbored so ill a boy that he would not lend hand in the care of the babies—never had but one child attempt to be impudent.

This is all the brighter side. Children are some times homesick and weep. The other night a newcomer said piteously that he was "so sick," "right here," placing his hand on his chest. One of the other children was directed to get him to bed, and a cup of clear hot water was administered. The next morning he smilingly announced that that stuff in the cup helped him greatly. Children are not always perfectly good. There are times when they must "meditate;" times when "meditation" needs the stimulation of other corrections.

Twice in the history of the school there has been need of a place where a child in a wild fit of temper might spend it without disturbing anyone else. The school is still without that much needed equipment.

The superintendent and two assistants sat for two hours one night holding the arms of a temper-crazed girl to render her powerless, the other alternative being to send her to the city jail in the patrol wagon. She was in her night dress, when she refused to obey a simple request and flew into a towering rage when urged. She was fourteen.

The family that most tries the mettle of the Denver school attendants is that one composed of big boys, little dependents and older girls, especially if some of the older girls have been guilty of immoral conduct and others of different sinful deeds. This combination has had to be met more than once. It demands better equipment and more teachers.

It seems entirely probable to the detention school workers that 95 per cent of the children passing through their hands may be permanently righted and become intelligent aids to the community. Mrs. Heller's classification of delinquents is as follows:

First—Bright boys whose energy is misdirected.

Second—Boys with slightly defective mental powers, who are hence misfits in school and therefore open to bad influences.

Third—Boys coming from absolutely bad environment with which they are apparently in harmony.

Reasonably intelligent care ought to remove from delinquency all this first and second class and a large portion of the third, the residue of which may still be regenerated in the state school.

The fourth class of delinquents are the girls, and the girl question demands especial and distinct consideration. It is in the main a more complexed question than that of the boys. This is mainly true because it is less a child's problem. The way to save a fallen girl is to get hold of her before she falls. Important as is prevention work, in ways it is more important with girls.

Unquestionably the children who have come into the detention if allowed to go on uninterrupted would be the recruiting force to the worst element in the community. Placed here by the working of the juvenile court, they have grown plump, rosy, happy and good at a cost to the county of 68 cents per day, the food of meal costing less than 7 cents.

Altogether since last July the detention school has cost about $3,000. The estimated cost of Pat Crowe's trial, $3,000.

The most conservative investigator may be convinced that the detention school has by setting children right and saving them from becoming state charges—saved to the community in its good work more than enough to defray the whole expense of juvenile courts the first year.

THE NEW EDUCATION.

(Courtesy of Mogy's Magazine—By Dr. Joseph Rhodes Buchanan.)

To develop men worthy to be regarded as made in the Divine image, the youth should begin by being and doing every day, as far as possible, what he should be and do in the full maturity of his powers, for every faculty of soul and body requires the active growth of the whole twenty-one years of minority uninterrupted.

His destiny at full maturity is emphatically to be a producer; for if not, he must be a sponge, a vampire or a robber. Yet the old style education led him to dislike or to scorn his only honorable destiny, and in fact was the predisposing cause of immeasurable profligacy. He must assume his duty at once, and making himself as useful as possible, grow up in the cheerful performance of the essential duty, the basis of all virtue. Blessed is the farmer's boy who learns from infancy to help in every possible way his mother, sisters, brothers and father and find pleasure in the service. This is the essential moral education, by the practice of the most substantial of all virtues, consisting of energy, industry and manly firmness controlled and guided by love.

As time goes on in its endless course, environment will crystalize

the American nation. Its varying elements will become unified and the weeding out process will probably leave the finest human product ever known. The color, the perfume, the size and form that are placed in the plants will have their analogies in the composite, the American of the future.

And now what will hasten this development most of all? The proper rearing of children. Don't feed the children on maudlin sentimentalism or dogmatic religion; give them nature. Let their souls drink in all that is pure and sweet. Rear them, if possible, amid pleasant surroundings. If they come into the world with souls groping in darkness, let them see and feel the light. Don't terrify them in early life with the fear of an after world. There never was a child that was made more noble and good by the fear of a hell. Let nature teach them the lessons of good and proper living. Those children will grow to be the best of men and women. Put the best of them in contact with the best outside. They will absorb it as a plant does sunshine and the dew.—Luther Burbank.

REPORT OF THE SOCIAL SCIENCE DEPARTMENT OF THE OMAHA WOMEN'S CLUB.

(By courtesy of Mogy's Magazine.)

October 23, subject "Truancy." Miss McCarthy designated truancy as a school crime of many types, from an occasional absence due to the allurement of spring, to chronic truancy that makes a boy fall so far behind in his classes that he loses the education that is his birthright. Ninety-five per cent of school children attend school regularly. Parents are largely to blame for the truancy existing. Some are too indulgent, some too harsh, some indifferent. Teachers do what they can to reclaim these truants, but cannot give each case the individual attention it needs. Superintendent McLean, of South Omaha, began at the root of the matter. Why is a child as he is? First, he inherits his nature, physical, mental, moral; then it is modified by his environment at home and on the street. While he is in school a few hours each day the influences of the home and the street are constant. He who comes from a cultivated home has the best chance in school; he who comes from an average home has a good chance, but he that comes from a poor home has practically no chance, because he lacks proper food, clothing, sympathy; to keep step with the rank in the public schools he must attain a certain standing in ability, clothing, manners, else he inevitably falls behind. Some boys are truants merely from a spirit of adventure, but chronic truancy opens the door to delinquency. Miss Magee thought truancy in the congested part of the city, where the city mission does its work, largely due to intemperance. Mr. Parker, the truant officer, said that last year he made 2,583 visits, walked 2,380 miles and caught 247 truants. Of this number 200 were taken from stores and shops, and were, most of them, eager to go to school if allowed to

do so. He thought school children ought to be allowed to see the circus parade, so one great temptation to truancy would be removed.

It was then moved and carried that the Social Science Department respectfully petition the Board of Education to seriously consider the establishment of a special school for habitual truants or incorrigibles, as provided for by our compulsory attendance law.

November 6, the Detention School. Mrs. Harriet H. Heller gave the address. She said: "The children in the detention school are the waifs and strays of humanity. They need more care than the normal child. We quarantine disease and stamp it out; we must do so with crime. One bad man in a community is a serious menace. We cannot save every child, but we can save some and help all. A child with one vice is better than a child with five; society has a right to protect itself. It cannot afford to have boys and girls grow into bad men and women. The child has a right to have its needs attended to. He deserves to be made right by the community that has made him wrong. These waifs are God's children, the same as your's are. The divine is in the child of the sot and the abandoned woman. We may reasonably expect that 95 per cent of the children in the detention school may be made good men and women." Mrs. Aline Shane Devin, a prominent club woman of Washington, D. C., was present and spoke of her recent trip around the world, and her observation of the development of civic interest in foreign women.

IS THE PUBLIC SCHOOL JUST TO THE BOY?

(Hon. Ben. B. Lindsay—By courtesy of Mogy's Magazine.)

"He that teacheth not his child a trade it is the same as if he taught him to be a thief," says the Talmud.

This is an ancient truth, but not less applicable to the conditions of the great majority of children in cities to-day, as it was when written centuries ago.

There is little hope to become proficient in any trade where there has been no opportunity to learn to work with the hands. The three H's—hand, heart and head—are becoming more and more important.

"Why don't you send that boy to the State Industrial school where he can learn a trade?" This is the well intended word of advice I have often had as the proper disposition of a chronic little truant. I prefer to reply, "Why don't you furnish him such a school at home? Why don't you give him the same chance you give his more fortunate brothers, who belong to the 2 or 3 per cent of all our boys who ever get to the Manual Training High schools?" There would be hundreds of others just like him but for some stronger power that keeps down the same spirit of rebellion, so that it does not break out in truancy and so into its attendant consequences, idleness and crime. Are not the 98 per cent who are pushed out into life from the sixth to the eighth grade entitled to

some special attention, some special opportunity? Do the people know how much of their money is invested in high schools? We do not object to high schools. We do say that the inequality produced by the expenditure of school funds in accordance with the real practical needs of our boys (and girls, too), is worthy the careful attention of the people and the school boards. It is already receiving the attention of our most eminent educators, and my best excuse for making this plea for justice to the boys (and girls, too,) is the encouragement I have received from some of the best school teachers. To a large extent I only voice their sentiments. In some of the schools they have complained of the awful waste of opportunity. I do not speak in a spirit of unfriendly criticism. I may be mistaken. What I shall say is rather in the spirit of kindly suggestion out of an earnest desire to help solve as faithfully as we can a vexing growing problem. It is not a question of passing judgment on the schools. If it were that then they must be judged by what they have accomplished, rather than by what they have not accomplished. By this test no man can accord them too much praise, or too much credit their faithful administrations. What I suggest is not revolutionary. It is rather evolutionary. We should adjust the system as reasonably as we can and as far as we can, so as to better fit the boy and his practical needs. As it is now, we expect every kind and type of boy to fit himself to exactly the same system. It is a case of one rule to control every kind of boy, no matter what his environment or natural inclination may be, and so the boy who would be glad to work with his hands and improve his soul and intellect by this means is denied the opportunity, and to this extent the school is unjust to the boy. It may be taken as sustained by the best authority that the age most favorable for manual training is between 4 and 14 years, yet this golden opportunity is neglected by our schools in the very places where it is most needed. The schools troubled with the most delinquent boys—the real candidates for criminality—are mostly in bad neighborhoods and have not even that little smattering of hand-work known as "sloyd." Every thoughtful student of the child problem in this country must wake up to the fact that we will make progress just so far as we improve environment and opportunity, for just so far will we improve the child. Good citizenship depends upon good children. Good children depend almost entirely upon opportunity and environment.

The Elmira reformatory for youth is probably the largest single institution of the kind in this country. Out of 1,500 boys there the superintendent declares that not 2 per cent ever had an opportunity before they came to learn to do things with their hands—that is, useful, artistic or mechanical things, the love, the delight and joy of every boy—especially the wayward boy.

Over 50 per cent of the boys I have been compelled to send to Golden in the last year came from two or three schools where environment was bad, and opportunity in school for the useful, practical things those boys would have delighted to do, absolutely did not

exist. I do not hesitate to say that out of probably 1,000 Denver boys who have been to the State Industrial school not one ever had an opportunity in his school in Denver to learn manual or trades' work until he committed a crime. Generally it is not the boy's fault that he is in Golden. It is his misfortune. The public too often stigmatizes the boy with "reform school order," but it is brutally and blindly ignorant just the same.

A 13-year-old boy, between his sobs and tears, once asked me if he could learn to be a plumber. "Why," said little Earl, "can't I get an education while I am learning to be a plumber's helper?" The boy had been pursued by the school attendance officer, of course. He was past the sixth grade. He went back to school, but only after rebellion had yielded to force from without. He would have gladly yielded to the force from within himself could he have gone where weary monotony was relieved by any kind of joyous work with the hands and heart. It does not follow that it must be just plumbing; yet while east, I went into one school and found a large number of boys around tables doing plumber's work. They were between 13 and 15 years of age. Of course, I saw others of the same age doing printing, carpentering, iron molding, modeling, drawing, ornamental iron work, etc.

In one ungraded school down on the East Side in New York city, where most of the work was manual training for boys from 9 years old up, the teacher called up to me a little fellow of 12, who was so interested in his work he apparently did not observe my entrance or even court interruption. He could put a cane bottom in a chair better than some men. He did other beautiful work. In it he had put his very heart and soul. That boy had been a little truant, and, of course, a little thief—technically as the brutal, ignorant criminal law used to view it—but he was getting justice—not in the reform school, but in his own home in that his opportunities were equal to the natural outpourings of his little soul. His teacher said to me that instead of trying to get him into school they had difficulty in getting him out. How cruelly unjust the state might have been to that boy. It was just such a boy I was asked to "send up," so "he could learn a trade." If his home was bad and the increased opportunity afforded by the public school did not help to correct evil tendencies, then that advice may have been good; otherwise it was bad. I have had some boys at the State Industrial school intensely interested in their work, "getting an education," as little Earl suggested, ask me why they could not do such work in the schools at home. I now recall six boys in my experience, who asked me to send them to the State Industrial school "so," as they expressed it, "we can learn a trade." I recall two who deliberately committed a petty crime in order to get there for this purpose. One of them became a criminal after release, because of association with a boy who came under bad influences when he came out, and so led him astray. He should have had his opportunity before he was 14. The superintendent of Elmira declares that the great trouble is that during the period when boys

are most amenable to the good influences of manual training they have no chance to get it.

No paper read at the last State Teachers' association provoked more applause or general commendation from Denver educators than that of Professor Fred L. Paddleford, the splendid superintendent of our State Industrial school. A resolution was unanimously voted that it should be printed in the School Journal. It was the strongest kind of a plea for manual training and trade work for boys of grammar school age—something really not in our public schools at all. That hearty applause was a deserved tribute to the able author of the paper, but at the same time the severest arraignment that ever came from any individual or body of individuals of the shortcomings of our school system for its absolute failure to have ever given our boys the slightest opportunity to avail themselves of such practical education.

The school still says to the boy: "You can only have these opportunities, that all our teachers and superintendents so heartily approve, after you have wearied and nature has rebelled at their efforts to cram something down you and you don't want or need, and then, when you have committed a crime against the state—then and not until then—can you have the chance, and the fact that you are generally past 14 and your best years for improving this chance are therefore gone, is simply your misfortune and not our neglect."

I have no patience with the reasoning of those who tell us it is a low and false assumption that instruction serves only for the practical use that can be made of it, and who therefore insist that the whole scheme must be "disciplinary," and practical things eliminated; just as though "practical" things could not be "disciplinary" as well as "practical." It is a strange doctrine that because a thing is "practical" it therefore can't be "disciplinary." A boy is never going to need what he can't understand or use to some practical advantage.

The boys I saw in the manual or trades schools referred to, learning practical things, could earn from $1 to $2 per day after leaving the school. The boys who are crammed with the "disciplinary" doses left public school after the eighth grade and what could they earn? Ninety-five per cent could not earn to exceed $3 per week, or from one-quarter to one-half as much to start with, and in the course of the first two or three years after such starts, respectively, the great majority of your "disciplinary" trained boys out of the eighth grade would not have an earning capacity equal to 10 per cent of that of your "practical" educated boy. But this is not all. Your boy from the sixth, seventh and eighth grade generally goes to the same general class of employment as the boy from the third grade, or no school at all, to wit, the messenger service, the bowling alleys, news service, dry goods wagons and other demoralizing employment, in which there is generally no future, but in many cases absolute degradation. Anyone who knows the temptations and pitfalls of such juvenile employment, the irregular and ambitionless habits it encourages, must know the fearful odds against the boy. The school

and home should not forget that he is face to face with this danger when he starts to work, yet unequipped as the schools could equip him for different kind of work. This is a commercial age, and we must to a large extent recognize it in educating the boy. It is a legitimate encouragement to him to know how much he can make if he becomes proficient in a certain trade or occupation. Say what you please about a boy not knowing what he wants to do at 14 or 15, the fact remains that at that age 90 per cent must do something, and if he has no chance to learn some practical usefulness in school, he must learn something to do as soon as he leaves school, and this is generally something he ought not to have to learn, and would not, in most cases, if his education were more intelligently directed, the last two years especially, in the grammar schools, as far as possible with the view of fitting him to some trade or occupation. The highest grades in the public schools of Cuba correspond to our third and fourth grades, yet the main feature of their school there (and it was pointed out with pride in all the schools I visited) was the manual training work. It was everywhere in all the lower grades among the younger children. No one thing in all Cuba did our government pride itself upon more than the school system it established with the aid of the most practical educators in the world. Every reformatory in this country devotes the greater part of its educational work to training of the hands as the best means to reach the head and heart. This is their remedy for delinquency. Should we not have it in the first grades? Should we not devote two-thirds of the time spent in the seventh and eighth grades for boys and girls to all the practical work that can be reasonably crowded in? We must have the trade work and the ungraded school, and we no doubt shall have them. Unless we do, the school is unjust to the boy.

The suggestion that unions will interfere is no excuse. In one trade school in New York where I saw boys at all kinds of trade work the superintendent told me that one trades union would the very next day in one trade alone put to work 380 boys recommended from that school at wages as high as $1.80 per day. Think of a trades union or a business man applying to a public school for a practical working boy. They know they must do most of the educating themselves. I was told at the New York trades school that it conducts the examinations of members of the union in various kinds of trades, and unless they pass satisfactorily they can't work on the city buildings or improvements. What the intelligent union leaders recognize is that they need educated and intelligent workmen, and unionism is courting death when it denies privileges and opportunities to American boys. I do not believe it will take such a false position. If it does, it deserves annihilation like any other trust-pampered monopoly or oppressor that seeks to enslave the people, and after all, the people are going to run this country.

I have traveled much in the last year visiting and inquiring about the schools in many cities, and while it might seem revolutionary, I say without hesitation that if real justice were done to the Amer-

ican boy we could not approach that standard better than to abolish every high school and turn their magnificent buildings and the enormous sums to run them into practical manual training schools and trades schools for all children who wanted to come before they reached their fifteenth year. That one act, in time, would do more than all the courts to reduce illness and crime among the young.

The present condition should be rather reversed. If we have money enough and the people will stand the tax, let us have the high schools as now conducted, but until we do, let us be just and do not spend the money for a favored class, 90 per cent of whom could and would pay for the same education anyway, but spend it for the ninety and nine. The "greatest good to the greatest number" is the fundamental principle of our bill of rights. It is nonsense to tell us all children have the same chance to go to the high schools. They do not. We have no right to expect these boys and girls to meet the requirements of school boards only in so far as they are wise, fair and just. It is rather the duty of the school boards, as far as they can, to meet the real requirements and necessities of our children.

WHAT STARTS BOYS AND GIRLS ON DOWNWARD CAREERS?

(Hon. Ben. T. Lindsay—By courtesy of Mogy's Magazine.)

What starts girls on downward careers and boys on criminal careers?

There are so many causes which make for crime that to answer this question is not free from difficulty.

There is no doubt in my mind that drink is responsible, more than any one cause, for the criminal careers of boys and girls. I use this term as applied to men and women who become addicted to intoxication and bad habits. The father, through drink, becomes a useless vagabond and deserts his family, leaving the poor mother to shoulder the double burden of home-maker and bread-winner.

I say that one of the most alarming things we face in this country is the increasing indifference to the marriage and home tie on the part of the man, which indifference is caused in most cases by the bad habits of men who weaken their manhood and unfit themselves for the serious duties of home-making, child-rearing and good citizenship.

Of course, in the children's court we have a great many boys who are brought up for offenses that are not of themselves serious, but they may be the beginning of more serious offenses; and therefore the greater importance of taking them in time and furnishing the ounce of prevention which is better than the pound of cure; and not only the majority of cases of this character against boys, but I should say that the great majority of serious causes of crime in childhood, are the result of bad parents and bad homes, or no parents and no homes, and some parents are even worse than no parents.

How frequent it is to see the embarrassment of the boy or girl when asked about the home relations—and the pity of it is that

some of them are not even embarrassed—to hear the statement glibly made that "the old man was a drunkard and skipped out and left ma to take care of us."

Every boy and girl has a right to be born right and reared right. This is the God-intended legacy that is infinitely dearer than the legacy of millions; but it is denied to thousands and thousands of children all over this country.

While I am not an alarmist, and grant you that a rash statement is dangerous to any cause, I tell you that unless something is done through moral training, through the schools, courts and power of the state—and, above all through that greater power of human brotherhood and interest for our fellow man—to stop the alarming spread of disregard for home ties and for wife and child by men in this nation, I shudder to contemplate the amount of suffering we must all endure in the end for our neglect.

We are prating entirely too much about the unreal and the unsubstantial. The real questions, after all, are the ones that affect the home and the children in the home; and because we have neglected these questions, or sneered at those who are trying to do something to change the conditions that are making for evil, we are suffering for evil, we are suffering from an increase in crime in this country.

It is better to agitate and try to do even if it should not bear the full measure of success expected, than to sit idle and do nothing or waste all of our time in discussing political questions that, after all, as President Roosevelt has indicated, as compared to this question of the home and the child, are ephemeral and unsubstantial.

The sixty-five boys arrested for stealing brass and other property from the railroads of one town I recently visited are of infinitely more importance to me than the question of regulating freight rates on that railroad.

These boys became thieves largely because of lack of opportunity for good and much opportunity for evil, and because of no effort on the part of the state to relieve the conditions that were making for crime in their lives.

Again, social and economic conditions have much to do with the misfortunes of boys and girls. I have seen boys and girls by the thousands crowded together in the great cities, and I have been filled with pity and sorrow, but not amazement, to hear of the amount of so-called crime among these children, and to hear the stories of immorality and dishonesty in their lives.

You know it has always been the scheme of the state to grab the little child, take him to the police station, or throw him in jail. This is only making a matter worse, with no effort whatever to relieve the cause.

It is not always an easy matter to relieve the causes, but much can be done and much is being done. It is all a mistake, however, to expect too much of so-called juvenile courts. They are more than

worth while, but people get a strange notion that they are intended as a cure-all when nothing is further from the fact.

The home, the school and the church are the factors to be used in the making of character; and just in proportion as you make character and endow every boy and girl with the moral courage to do right, because it is right, and not because you will get in jail if you don't, in the same proportion do you reduce crime.

Of course boys and men are largely responsible for the moral troubles of girls. And in spite of the best home training you find boys and girls going wrong; but do not forget that this is always the exceptional case; and where one boy or girl from a good home goes wrong, there are more than a hundred who do not go wrong.

In fact, the great majority of boys and girls in this country are wholesome, pure and honest; and the great majority of homes are good American homes, producing the noblest citizens the world ever saw.

I am an optimist, and I believe things are better; but you can't keep them better unless you keep up the eternal fight that the right must wage against the evil; and while crime is increasing, it must be remembered at the same time that good citizenship is increasing. Most boys, like most men, are honest, but I do say that there is a fearful amount of depravity among the children in the cities of this country; and I don't blame the children at all; I blame the parents, the men and women and city officials. There are many who are not to blame, but there are many who are.

Of course I will not be misunderstood. The average boy and girl who goes wrong deserves to be firmly dealt with, and I have sent many of the older ones to jail and many of them to reformatories; and do not hesitate to do so in proper cases. They must suffer for wrong doing, and they must be made to know that, after all, they are themselves responsible for what they do.

The point I make is that they at least deserve a square deal, for opportunity, environment and example are everything in the life of an individual, and the boy or girl who does right may have been even worse than the boy or girl who does wrong, if these conditions had been reversed in their lives, and while character can sometimes lift the individual above environments, we cannot judge these children with charity and justice unless we take all these things into consideration.

One of the chief causes of dishonesty among boys and immorality among girls is the fact that the newspapers teem with such stories. I do not mean by this to blame the newspapers as some people do. The newspapers publish what the people do and what the people want to know, and the fault, if there be a fault, must be charged up to the people themselves, to the public sentiments of the times, which must change if other things change.

Boys and girls read about the graft and dishonesty among people in the supposedly higher walks of life and the example is a pow-

erful thing for evil in their eyes. Children become calloused more or less to vice, and get really false notions, because what they read in the papers is after all the exceptional case, and too many of us are prone to judge the general condition by what is, after all, only an exceptional or special condition.

I believe that the messenger service is one of the greatest corruptors of boys.

There are many pure, honest girls in the department stores, and we dislike to speak of the dangers encountered here, because we have such a high respect for the many good, pure girls who courageously lead a noble life under all kinds of trials and temptations; but no one knows better than these very girls the temptations they endure, and how many of their sisters fall.

There are certain young scoundrels in every community who go about seeking whom they may devour, and who lead many girls astray; and young rascals of this kind should be hunted down and shown no mercy. They have no respect for virtue or womankind.

Another prolific cause of the downfall of young girls is their going to theatres and public dances without chaperones or, in fact, going at all at a tender age to some of these places; visiting girl friends of questionable character, especially in rooming houses or outside of the family circle.

Above all, the lack of companionship between mother and daughter and the lack of training a girl in that maidenly modesty which is her chief protection from scoundrels, are also causes for the downfall of thousands upon thousands of girls of the cities of this country. If the number were really known I am sure it would be startling.

The truth is that the public, like many parents and many teachers, do not really know the facts, and from one standpoint it may be just as well that they do not know, but from another standpoint it is very important that the facts should be known, for there is nothing to be gained in permitting sores to fester under cover. However disagreeable it is to deal with filth and garbage, the whole city would suffer in the end if it were neglected. But it can only be removed and cared for in the proper way.

No girl's troubles or any troubles affecting the morals of the youth of the city should be aired and written about in the newspapers any more than the garbage wagon, which is absolutely necessary to the health of the community, should perform its functions in the open streets at times when they are most crowded.

Perhaps an occasional jolt to the community is necessary to let them know that evil is getting in its work, and that they must be up and doing, to overcome evil with good.

We make a mistake in getting too many boys in one spot. A boy is rather a good thing mixed with a few grown people, a few

girls, a few grandmothers and grandfathers. That is better than to separate him and lead him to believe that all his pleasures come with other boys, that all his relations in life have to do with other boys, because that will not be true for long.

Jane Addams.

STATE NORMAL SCHOOLS

STATE NORMAL SCHOOLS.

LETTER OF TRANSMITTAL.

Lincoln, Nebraska, Dec. 1, 1906.

His Excellency, John H. Mickey, Governor of Nebraska:—

Sir: On behalf of the Nebraska State Board of Education, I submit herewith our report for the two years ending November 30, 1906.

Very respectfully,

LUTHER P. LUDDEN, Secretary.

BOARD OF EDUCATION.

	Term Expires.
President, Thomas J. Majors, Peru	1907
Vice President, James E. Delzell, Lexington	1908
Secretary, Luther P. Ludden, Lincoln	1911
Charles H. Gregg, Kearney	1909
H. M. Childs, York	1910
J. L. McBrien, Lincoln	ex-officio
Peter Mortensen, Lincoln	ex-officio

COMMITTEES.

Auditing	Mortensen, Childs, Delzell
Executive	Majors, Gregg, Ludden
Furniture	Gregg, Majors, Ludden
Printing	Childs, Mortensen, McBrien
Teachers and Employes	McBrien, Delzell, Majors
Text and Library Books and Course of Study	Delzell, Gregg, Childs
J. W. Crabtree, Be. D., Principal	Peru
A. O. Thomas, Ph. D., Principal	Kearney

First Training Class, Kearney State Normal, 1906.

First Graduating Class, Kearney State Normal, 1906.

BIENNIAL REPORT OF THE STATE BOARD OF EDUCATION TO GOVERNOR JOHN H. MICKEY.

The four years of your administration as Governor, now closing, are marked with many interesting events in the history of our great commonwealth, to which you can look back with pride in the years that are to come. Few, if any, are more epoch-making than those of the Normal School work.

DIFFICULT PROBLEMS.

In the beginning of your administration you were confronted with difficult problems touching the Normal School work. The legislature having passed bills granting to the Normal School at Peru new and needed buildings, at the same time passed a bill creating a new Normal School. After a very careful consideration you placed your official approval upon both acts. While there were some to criticise at the time, the wisdom of your action is now abundantly apparent. The rounding out of your four years as Governor the teachers and school people of the state are ready to acknowledge their very great obligations to you in these particular matters, and to admit the splendid impetus your action gave educational work. No better help or more encouraging feature has entered into the school work of Nebraska than the uplift given by your Excellency in the several acts you have approved touching Normal and other school matters during your two bienniums.

Appended to this report you will find the details of the advance at Peru and Kearney. We call special attention to the tables that show the advancement made in Normal School work in the state.

OUR ADVANCEMENT.

One of the strongest reasons for the public or state Normal education is that it affords an equal opportunity to all in the state. Equally enjoyed by those of the remote rural district as well as those of the more densely populated centers. The remarkable growth of our Normal School attendance during the past four years is unparalleled in the history of any state in the Union. The critics of four years ago said the establishing of a new Normal would mean the crippling, if not the death, of the Normal at Peru. The most sanguine advocates of additional Normals were only able to express to your Excellency the hope that when the buildings were completed and the school in operation we might see, as other states had

seen in their new Normals, from 150 to 250 students in the first two or even four years of their history.

What are the facts?

With the passage of the bill creating another Normal School and its subsequent location at Kearney, Peru began a new life. That year Peru had a total enrollment of 730; last year the total enrollment at Peru was 1,215, the same percentage of gain would give us this year as an enrollment, 1,537. The indications are at this writing, Nov. 30, 1906, that the estimate attendance will be fully realized. The attendance at the opening period 1904 was 420; last year it reached 655, while this year it is 682. To-day the students are simply up to the limit of the capacity of the buildings with many, many applications still coming in.

The new Normal at Kearney has had a most phenomenal growth—863 students matriculated in the first full year of her history, thus breaking the records of all new Normals in the United States. She starts out in the second year of her history to even surpass the splendid record made the first year. Some one asks, "Why all this advancement; why all this great increase in enrollment?" Simply because Nebraska has been calling attention to her Normal School work and because the state has been raising the requirements and creating a demand for better teachers. More and better teachers are needed. We are just in the beginning of these good things. We cannot as a state afford to take a backward step in any of these directions.

The educational progress of our state will depend largely upon the efficiency of our teachers. Our Normal Schools thus become educational centers. They furnish trained teachers, better educated and at the same time become a source of inspiration to other teachers all over the state, encouraging them to pursue studies in the higher institutions of learning and to aspire to nobler aims in life for teachers and students with whom they come in contact.

The real value of the Normal Schools of the state cannot be measured by the number of graduates, because from the under-graduate classes there go out every year a large number, not as well equipped as they should be, but better equipped than when they entered the institution, for the actual work of teaching, so that the good accomplished can be measured only by considering the entire number receiving instruction for the entire course or part of the course.

All of this advancement in Normal School work means also a direct call for larger and better equipment, for sufficient money to pay good salaries. These things should receive careful consideration that we may be able to pay in proportion to the service rendered. Good salaries for the services rendered in the educational institutions of our state is truly an educational item that demands persistent attention.

A good illustration of this fact was made by Superintendent Carr of Dayton, Ohio, at the National Superintendents' Meeting of 1904.

He recounted his experience as a member of a committee to purchase an organ for a newly erected church. The committee selected and put in a pipe organ that cost $5,000. When the congregation began to worship in the new church it found that Sister Jones, the old organist, could not touch the new organ. There was too much machinery about it for her. She would have nothing to do with it. Then the services of a daughter of one of the deacons was secured, and she failed to produce satisfactory results. Then a widow's daughter, who was a good musician and who needed the place, was persuaded to try and play, but she could not get any real music out of the pipe organ. There was great dissatisfaction in the congregation and the committee were charged with mismanagement—the buying of complicated machinery; the congregation seemed to be breaking up. Just then the committee secured from the city at a good salary a splendid organist. When the master musician began playing, stirring their souls with such music as they had never heard before, it was impossible to go back to the old reed organ or the old organist.

So the Normal School work, with all of its enrichment in the teaching profession, is recognized as a new instrument in our school work. The swinging away from Normal School work, a few years ago, has had its reaction and the pendulum is now swinging another way, and the school boards and directors are recognizing that, like the organ in Superintendent Carr's church, it takes a master teacher to operate the modern school and bring about the desired results. In fact, Nebraska schools are all depending to-day on those who operate the machines, and it is an important problem to know how and where to secure a sufficient number of well-made, well-taught, well-directed teachers. Public sentiment has been a little slow in its education along this line, but it now has reached the time where it is demanding good results from our schools. It is also ready to recognize the proper means of securing these good teachers. Teachers are also compelled to show that they can do good teaching. School boards are recognizing this fact also and are employing none but the best, regardless of where they live so long as they are properly educated.

The criticism offered freely a few years ago—the lack of preparation on the part of the teachers—will soon pass away if the state will continue to give the proper support to her State Normal Schools. There will be many to rise up and call you blessed in the years to come because, while you were Governor, you took such a great step forward in these educational matters, thus recognizing the fact that the very best preparation possible is needed for teachers who devote their lives to this great work.

Nebraska has no standard, but we are growing one. The minimum requirements of a few years ago have been raised each year. We are making progress. We recognize that education is not training and that training is not education, but a careful combination of the two, and then an insight into the teaching practices, is doing wonders with the teaching forces of our state.

THE ADVANCE SHOULD CONTINUE.

Our state should continue the advance step taken during your administration and commit herself more fully to a better Normal School policy. In the matter of buildings and equipment we have made great strides forward, but are not now able in either school to handle all the students possible for us to secure. Nor have we the room or equipment to do the very best by the students now in the school. Our teaching force in the two institutions are among the very best scholars in the land. They have high ideals and splendid teaching power. Thorough work is done in each school and the graduate department, and the pedagogical and training departments are the equal of any school. At the same time we are keeping the Normal Schools abreast of the times touching the demand for the teaching of industrial subjects in our public schools.

OUR SUMMER SCHOOLS.

Our Summer Normal School work shows a very marked increase in the attendance; so much so that the board now make the Summer Normal School a permanent policy of the State Normal work. We expect to continue the very high grade of work in the Summer Normal, making it the equal of any institution in this country along the line of graduate, professional, academic or truly pedagogical work. The policy of the board is to bring to our Summer Normal Schools the very best instructors possible for us to obtain, in addition to the regular faculty. Thus our Summer Normal School work is growing in attendance year by year and increasing in popularity. The attendance last summer was simply limited to the capacity of the buildings. Scores of teachers who wanted to take the work could not be accommodated.

THE STUDENTS.

Another advance noted during this biennium is that more of our students enroll for the full year's work and thus remain in touch with the high grade of instruction throughout the ten months of the school year. The average tension of student life in our State Normal Schools is very high. Left to themselves these students are orderly and devoted to their studies. This indicates that they realize that they are getting ready to deal with a problem that is worth studying. An analysis of the student body in another direction would show a large percentage during the ordinary school year have never taught; a considerable number of them have raised money by their own personal effort to pay their expenses at the Normal. That will account in part for their devotion in preparing for their professional life work. Of course they have all signified their intention to teach in the public schools of our state. I doubt if any other company of students realize the seriousness of the situation and feel their responsibilities to the extent these Normal School students do.

DO WE NEED NORMALS?

The question is often asked "Do We Need State Normal Schools?" If all the graduates from the State University, State Normals, Junior Normals and private Normals entered the teaching ranks on graduation each year they would constitute only a part of the teaching force required annually in our great state; they would hardly fill the vacancies caused by resignations, withdrawals, and deaths year by year. Quite a large percentage of the entire body of teachers in Nebraska are untrained as teachers. We need more trained teachers and we need them badly, and the want of Nebraska in this direction is the want of every state in the Union. The only way we can meet it in this state is to maintain our present system of Normal Schools that we help supply the ever increasing demand of all our public schools for better teachers. The Normal Schools are the only schools in which the history, the philosophy, the theory and the practice of education can be taught to any considerable number of young men and women, and they are the only schools in which the subjects are studied and expounded in the manner in which they ought to be presented by the teacher in the schoolroom. At the same time they are the only schools in which the teacher while being trained actually practices teaching while being trained. There are other institutions devoting part of their courses of study to this specific work; they are doing splendid work, but they still lack the particular application of the practice work under the eye of a master teacher. The Normal School devotes its entire course to this especial work of furnishing thoroughly educated and technically trained teachers—teachers who can give value received in instruction for the money expended.

INDUSTRIAL SUBJECTS.

The demand for teaching certain industrial subjects in the great common schools of our state is upon us. Our Normal Schools have recognized the demand thus made as just and right. Just as fast as possible we are putting them on a safe, sane, sound, pedagogical basis and are now providing thorough instruction in all these great lines. Yes, we are teaching the teachers how to teach the children in their schools these great matters.

AGRICULTURE.

We are teaching it. Not just nature study dubbed agriculture, but really the elements of agriculture with a definite object and specific aim in view. Thus we are meeting the imperative demand from the rural communities for teachers trained along these lines. We will send forth teachers that will be able to bring this great subject very close to the people who need it most. It was a little sentimental at first, but it has grown marvelously, until we are beginning to realize in our state the practical value of this kind of teaching. We

are not for one moment apeing the great Agricultural colleges connected with our splendid State University, but our course of instruction in the Normal School is practical and will prepare the teacher in the work of agriculture as it will be taught in the public schools of our state. The rank and file of the farmers for many generations past have learned much of their work from the customs handed down from generation to generation. Much of the school work in the past has been rather educating the boys and girls away from the heart of nature and the soil. Many, many times they only grasped what an unguided observation would give them or again learned from the unpleasant experience of working with the soil under adverse circumstances. To many of them soil was nothing but dirt and farm labor a drudgery and agricultural work generally considered suitable only for those who knew but little and cared to know less.

This is all changed; it is the oldest vocation, the newest science. Teachers must teach the science of agriculture and that it is possible to put a more attractive side of life into the farm and the rural centers. Thus training the boys and the girls to love nature, to keep close to the soil, admire rural scenes and rural life, to build up a sentiment strongly in favor of the country life and of agricultural pursuits. The coming in this direction has been slow, but the agricultural education in the schools will surely help solve the problem and the Normal Schools of our state are ready to do their part in training teachers along these lines.

DOMESTIC SCIENCE.

Very closely connected with the foregoing subject is the work of domestic science. Again the Normal Schools of Nebraska are keeping abreast of the Normal Schools of the country in taking very advance steps in this particular line of teaching. We are increasing our equipment and are now teaching teachers how to teach domestic science to the children in their schools. Thus we lead them to an intelligent appreciation of the affairs of the household and the relation existing between housekeeping and sound living.

MANUAL TRAINING.

Another of the industrial problems is manual training, and the Normal Schools of Nebraska are hard at work along this line, knowing that a course in manual training will connect the children with, in a real way, the labor products of the world. It puts them in touch in a peculiar way with the great industrial activities of life. Possibly it will lead them to see the possibilities or the opportunities that are just before them in life.

The ultimate object of all the industrial work in our Normal Schools is to teach teachers how to teach boys and girls of our public schools how to get the most out of life.

We pass now to the direct work of the biennium for each school.

PERU.

THE NEW CHAPEL AND GYMNASIUM.

During this biennium the new chapel and gymnasium building, one of the finest buildings on the campus, has been completed. The gymnasium is 84x110 feet, with a 20-foot ceiling. It is provided with bath rooms, sanitary closets, locker rooms and quite thoroughly equipped for the physical training and indoor athletics. The first or main floor is the new chapel, by far the largest and best assembly hall owned by the state, comfortably seating 1,600 people. In this building are also located the offices of the president of the school and the registrar. The building was completed and equipped, except decorating, within the appropriation of $43,500.

THE NEW LIBRARY BUILDING.

During this biennium the new library building, for which the legislature of 1905 made an appropriation of $32,000, has been completed and is now housing the 20,000 volumes comprising our Normal School library. It is a plain, substantial, fire-proof building, 85x70 feet, two stories high, giving ample room for 35,000 books, and reading and reference rooms to accommodate 1,000 students. The equipment is modern, up-to-date, steel shelving for 20,000 volumes, and so arranged that as the library grows shelving for the additional 15,000 volumes can readily be added.

THE NEW SCIENCE HALL.

The old frame library building has been doubled in size and brick veneered and converted into a modern science hall. The building is 104 feet long, 32 feet wide, in the central part, with wings on either end 42 feet wide, and two stories high. All of this changing, enlarging, brick veneering, etc., has been made without a special appropriation. Instead of spending the $2,500 that the legislature gave for repairing and refitting the old science rooms to meet the increased demand of the science departments, the board made the changes above indicated, taking the old science rooms for additional and much needed class rooms. The biological science department occupy the first floor and the physical science department the second floor. This places these important departments in a position to do thorough and more efficient work.

PRESIDENT'S RESIDENCE.

For a great many years the president of the school has lived in a part of the main building. The great increase in attendance has compelled the president to vacate this part of the building. He was compelled to go outside of the campus to get rooms. These rooms and

the old office of the president and registrar have now been fitted up for school purposes.

RENTING OF TEXT-BOOKS.

The experiment started by the board in the previous biennium of purchasing text-books, at wholesale prices, and renting them to the students for a nominal fee each semester has been continued during this present biennium. The results are all that we could wish. We charge ten cents for each book for a semester, or if the student wishes they can buy the books at the actual cost to the school. At the beginning of the school year the student deposits three dollars. At the end of the school year the deposit is returned less the rental fees. By renting books they cost the student from $1 to $1.50 per year; to purchase the books would cost from $12 to $18 per year.

FEES.

The board have practically eliminated all fees save the unusual breakage in the laboratory.

SELF BOARDING.

During this biennium plans for self boarding have been very carefully considered and perfected. In connection with the domestic science department and under the direction of the special domestic science teacher, many of the students are boarding themselves. It affords an opportunity for actual exemplification of domestic science. It provides a recreation, adds to the pleasure of school life. The expense in self boarding is very nominal—about one-half of that of regular boarding.

REQUIREMENTS.

The board have joined with the faculty in gradually raising the entrance requirements. I quote from the Peru catalogue (1904 and 1905, page 18).

"Students are advised to finish their high school before coming to Peru. The high schools of Nebraska are doing most thorough and efficient work, work that is hardly excelled or even equaled in the preparatory departments of colleges and normal schools. It seldom pays one to go away to school until he has mastered thoroughly the work offered at home."

The entrance requirements have been made just as rigid as the law of the state will permit.

CONDITION OF THE APPROPRIATION FUNDS FOR PERU, NOVEMBER 30, 1906.

I do not give detailed expenditures, for the semiannual reports of President Crabtree have been properly rendered to your Excellency. These reports are in detail, carefully itemized, showing to whom the money has been paid and what for. The original vouchers are on

file with the state auditor. The duplicates are on file in my office. I give you herewith the unexpended balances in the different funds, November 30, 1906:

Agriculture fund	$ 72.87
Apparatus and laboratory fund	247.03
Commencement expenses and incidental	5.78
Fuel and lights	2,072.94
Postage, telephone, telegraph, etc.	1.47
Printing and office supplies	5.91
Pumping plant	30.00
Furniture and cases	12.16
Heating plant	.52
Manual training	787.28
Library building	1,283.18
Physical training	45.01
Repairs and improvements	3.53
Library fund	4,224.81
Salaries	15,596.55

The board hopes to close the biennium without any deficiency in any of the funds, and yet the increased enrollment has compelled very careful planning in order to carry the school through on the appropriations made.

The total enrollment for 1903-1904 was 812. The total enrollment for 1905-1906 was 1,215 or an increase in enrollment of 403. The increase in enrollment is the equal of another school—403 more students at the close of school last July than at the beginning of the biennium. To properly provide for this increased attendance in the way of text-books, equipment, teachers, correspondence, etc., has required painstaking and careful planning and the most rigid economy possible to live within the appropriations. It meant very long hours for the teachers and large classes.

The increase in floor space since 1903 has been 50 per cent. The increase in enrollment since 1903 is nearly 100 per cent, while the increase in the faculty (1903 with 27 teachers, 1906 with 30 teachers) has been only three. In order to meet the increased enrollment and not come to the legislature with a deficit in the teachers' salaries fund, we have had to increase the size of the classes, increase the school hours, and the work of all the teachers. Our first classes assemble at 7:30 a. m. and our last classes are dismissed at 4:30 p. m.

The table found on the following page sets forth in comparison many interesting features of the school at Peru.

TABLE SHOWING COMPARISON OF ATTENDANCE AT THE OPENING OF THE PERU STATE NORMAL SCHOOL SINCE THE YEAR 1903.

Year.	Attendance.	Gain over Previous Year.
1903	416	
1904	420	4 or 1 per cent.
1905	491	71 or 15 per cent.
1906	655	164 or 33 per cent.

ANNUAL ENROLLMENT.

Year.	Total Enrollment.	Gain over Previous Year.
1902-3	730	
1903-4	812	82 or 11 per cent.
1904-5	982	170 or 20 per cent.
1905-6	1,215	233 or 23 per cent.
1906-7	1,537 (estimate)	322 or 25 per cent. (estimate.)

ANNUAL ENROLLMENT BY BIENNIUMS.

Year.	Average Enrollment.	Gain over Previous Period.
Bie. beg. 1903	771	
Bie. beg. 1905	1,098	327 or 40 per cent.
Bie. beg. 1907	1,537 (estimate)	439 or 40 per cent. (estimate).

MEMBERSHIP OF SENIOR CLASS.

Year.	Membership.	Gain over Previous Year.
1904	45	12
1905	57	12 or 26 per cent.
1906	89	31 or 54 per cent.
1907	145	57 or 64 per cent.

MEMBERSHIP OF JUNIOR CLASS.

Year.	Membership.	Gain over Previous Year.
1904	60	
1905	66	6 or 10 per cent.
1906	102	36 or 54 per cent.
1906	145	43 or 42 per cent.

INCREASE IN FACULTY.

Year.	Number includes Librarians and Office Force.	Gain over Previous Year.
1903	27	
1904	27	
1905	28	1
1906	30	2
1907	32	2

OTHER ITEMS.

Increase in the floor space since 1903	50 per cent.
Increase in total enrollment since 1903	100 per cent.
Increase in Junior class since 1904	140 per cent.
Increase in Senior class since 1904	225 per cent.

KEARNEY.

The legislature of 1903 appropriated $50,000 for the building in which to establish a new normal. Kearney was chosen as the location. During this biennium the building has been completed and the new normal opened. The building erected and completed during this biennium is the center wing of what when fully completed will be the main school building. It was completed and formally tendered to the board for acceptance Dec. 20, 1905. The architect refused to recommend the acceptance of the building and filed with the board a lengthy report pointing out eleven defects or failures on the part of the contractors to complete the building according to contract and specifications—claiming however that it was possible for the contractors to remedy these defects or to complete the building properly. Upon the recommendation of the architect the board refused to accept the building and notified the contractors to proceed and complete the building in accordance with the contract.

April 9, 1906, the architect reported in writing that all defects and incompleted portions mention in his report of Dec. 20, 1905 had now been completed or rectified except the defects in marble floor and the removal of the alkali stains on the front of the building. The defects in the marble floor were found to have been caused by students stepping on the floor before the cement was thoroughly set and was no fault of the contractors and all but a few of the minor pieces had been reset. The contractors reported on the alkali stains that they had tried everything known in science to remove such stains and had failed. The architect reported to the board that the failure to remove the stains damaged the building $500. Upon the payment by the contractors to the state treasurer of $500 as liquidating damages, the building on April 9, 1906, was formally accepted by the board. The vote on acceptance being unanimous.

LOCATION.

The normal school properties at Kearney are located in the western part of the city about a mile from the Union Pacific and Burlington passenger stations, and consists of 23 acres of ground and the dormitory (formerly known as Green Terrace) the land and this building reconstructed for dormitory purposes were the donation of Kearney to the State; the main building built with the $50,000 appropriated by the legislature of 1903 and the boiler house and heating plant built with the $15,000 appropriated by the legislature of 1905. During this biennium the boiler house and heating plant has been completed within the appropriation made therefor.

THE SCHOOL.

The legislature of 1905 appropriated $86,200 to provide for the equipment of and the properly manning of the new normal. The faculty was elected and school opened in June 1905 with a summer

session, using the High school building of the city of Kearney. The regular year's work opened September 20, 1905. The building was far from being complete but the school took possession of the completed portions and moved around from room to room keeping out of the way of the contractors. All the school work is carried on in this one building, except the one department of manual training which uses rooms properly fitted up on the principal floor of the boiler house.

The school shows a remarkable growth in its first year. The matriculations reaching 863. The enrollment of the present year Nov. 30, 1906 is 548 an increase of 148 over the enrollment of the same date one year ago. The same percentage of gain will carry the enrollment this year beyond the 1,000 mark. In making the appropriations for the buildings and the maintenance of the school the legislature frequently said we plan for a school of not to exceed 250 the first biennium. The expectation has been realized and we enrolled the first year of the biennium 113 more than three times the number anticipated.

RENTING TEXT BOOKS.

Realizing the great saving made at Peru to the students by renting to them their text books, the board in the very beginning of the new normal at Kearney inaugurated the same plan. Buying the text books at wholesale and renting them to the students. The same fees are charged, ten cents per book each semester. This makes a saving of thousands of dollars each year to the students.

REQUIREMENTS.

The board places Kearney and Peru on the same basis in regards to entrance requirements. The board lives up to the limits of the law in this respect. To raise the entrance requirements any higher would seriously affect a goodly number of students that come today from the western portion of our great state. These students have gone as far as their home schools can carry them. A very careful analysis of the students shows but very few that have not attained, to at least, the tenth grade of work or its equivalent. The percentage of students that have not mastered all the school work offered them at their home school is very small.

SELF-BOARDING.

Self-boarding is one of the new problems in normal work. It is rapidly assuming shape at Kearney. Remember this is a new school with all new problems to solve. This one question is now receiving proper attention from those concerned and will soon be properly equipped. Thus affording the student of small means and plenty of energy the one way of greatly reducing the expense of securing a good education.

CONDITION OF THE APPROPRIATION FUNDS AT KEARNEY, NOVEMBER 30, 1906.

I do not give the detailed expenditures, for President Thomas has filed with your Excellency a report in full giving detail, carefully itemized, showing to whom the funds have been paid and what for. I simply call your attention to the unexpended balances in the different appropriation funds November 30, 1906.

Salaries	$8,447.09
Heating plant	00.00
Postage, telephone, etc.	87.46
Fuel and lights	2,691.89
Printing and office supplies	267.06
Equipment and furniture	4.27
Improvement of grounds	1.74
Commencement and incidental	67.41
Library	2,268.89

The building and the appropriations for maintenance made by the legislature were supposed to meet the needs and demands for a school of 250 students. To properly care for more than three times that number—an unexpected large enrollment has required the greatest of care and very rigid economy to come to the close of the biennium without a deficit. The board have been compelled to work the teachers with very long hours and very large classes and at the same time have not had all the equipment that we ought to have had. We have gone to the limit of the funds and then the board stopped. The board have already determined that the balances in the different funds must carry the different departments through to the end of the present biennium.

EXPENSE OF THE BOARD.

The increase work with the new normal together with the large amount of building and the doing away so generally with railroad transportation has greatly increased the expenses of the board.

On file with the auditor will be found the original vouchers properly itemized and attached thereto will also be found the railroad receipts for the fare paid. The auditor's books show a balance in this fund November 30, 1906 of $311.26.

Agricultural Education and Industrial Training

School Garden, State Normal School.

AGRICULTURAL EDUCATION AND INDUSTRIAL TRAINING.

(Edited by Deputy E. C. Bishop, Department of Public Instruction.)

With an appreciation of the value of industrial training as a general supplement to the curricula of the various divisions of our public school system, and feeling especially the need, in an agricultural state, of training the youth to a knowledge of, familiarity with, respect for and an interest in agriculture, we have encouraged industrial training, especially in agriculture and in domestic science.

However worthy it may be, a new issue cannot be successfully established by legislation alone. The value of a new issue must be felt before it can become a permanent factor in any enterprise subject to the support and approval of the public. Domestic science, manual training and agriculture cannot be successfully legislated into our schools, until our teachers, school officers and our people recognize the need of such training.

An important step was made when our state university fixed the stamp of approval by offering courses of study in these industrial lines. The increased registration each year in these courses has justified increased faculties for instruction, yet the public is comparatively slow in sending her charges to this work. Public sentiment must receive a better insight than that afforded by a few young people who search out and go to this work; the work must come to the public, must enter the home; must command the attention of her people.

Operating under the influence of a strong, healthful sentiment from the leading educational factor in the state, we have endeavored to reach, through the public schools of the state, the homes of our people, with some suggestions, some insight that will cause them to desire to know, to see and to possess that which will bring to the members of the home, a desired measure of knowledge, usefulness and happiness.

With a desire in the home for training of the youth in domestic art, in manual training or in agriculture, provision for such training will come from the district school meeting, through boards of education, to the child enrolled in the public school. The attempt to reach the child through the home has too often resulted in failure because of the lack of interest from the indifference or even the opposition of the parent, who fails to recognize the value of such training to the child. Whether it be from lack of knowledge or from the conservatism which says, "What was good enough for me is good enough for my child," experience has shown that we are too often unable to

reach the home through the parent. We are more often successful in reaching the home through the child. The child, with mind unprejudiced by bygone experiences and associations, more often gives a ready ear to the new thought and more willingly lends a hand in the untried work.

From this point of view, we have sought to interest the youth, and thus bring the attention of the parent to the value of industrial training.

What, so far, has been accomplished can be told in few words, yet it is all, even more, than expected. The sentiment that has been awakened is healthful; the interest that has been aroused is genuine; the results are satisfactory; the future seems full of opportunity, full of promise and full of work.

Contrary to the opinion held by many, there is no law requiring the teaching of agriculture in the public schools of Nebraska. The Nebraska legislature of 1901 amended the existing law for the certification of teachers by inserting the requirement for 1st and 2nd grade county teacher's certificates, that—"The first and second grade certificates may be granted to any person who shall pass a satisfactory examination in the elements of agriculture including a fair knowledge of the structure and composition of the common plants, insects, birds, and quadrupeds." The only subject required to be taught by law in the state of Nebraska is physiology and hygiene. The law on this point reads: "Provision shall be made by the proper local school authorities for instructing the pupils in all schools supported by public money, or under state control, in physiology and hygiene with special reference to the effect of alcoholic drinks and other stimulants and narcotics upon the human system."

To require by law the teaching of agriculture in the public schools, before public school teachers are prepared to give instruction in agriculture, would defeat the purpose of introducing the study of agriculture. Our legislators acted wisely when they first provided that teachers must prepare themselves to teach agriculture. The teachers' examinations in agriculture, to this time, have been conducted more on the principle of leading teachers to properly prepare themselves in the subject than as a test of such knowledge of the subject as should be expected of any teacher who teaches it. With four years of examinations and such other encouragement as could be given, Nebraska teachers are beginning to feel something of the breadth of the subject and are preparing themselves to teach it. With teachers who have for four years been preparing themselves on this subject or who, having more recently entered the profession, have anticipated this requirement; with the examinations gradually requiring increased comprehension of the subject on the part of the teacher; we are in a measure becoming prepared to handle the subject. Without the law requiring the teaching of agriculture, it has been introduced very largely into rural schools, into the grades in town and city schools, into high schools and into

normal schools, as a part of the course of study. The sentiment of the people has been cultivated to an appreciation of the subject, and co-operation is now coming from sources where four years ago there existed only opposition or indifference.

The interest and activity in agriculture has been brought about largely by the following means:

COURSE OF STUDY.

All courses of study, recommended for use in rural schools, provide for the teaching of agriculture,—not for teaching agriculture as it should be taught in a school devoted to agriculture, nor for teaching as agriculture a subject to be taught as one of the five essentials, but rather a continuation of the primary work in nature study; recognizing that agriculture is more than nature study.

Agriculture means more than observation. It means that something must be DONE as well as observed. It means an active interest on the part of the student that will in rural districts assist in forming the almost missing "connecting link" between the school and the home. Our teachers as a whole know but little of agriculture. We cannot insist at this time that they shall know a great deal about agriculture, but we do urge that they become interested in the subject and that they add to this interest, such knowledge as they may secure, such means of gaining knowledge and such means of creating interest among pupils as will cause pupils to become investigators, and into touch with real life.

In high schools, the subject is taken up and studied more as a special subject with the recommendation that laboratory work include objective work "out-of-doors"; that theories in agriculture be taught in relation to the facts as existing in the objective surroundings of the locality.

Our best high schools must yet continue to contribute largely to the supply of teachers for rural schools. Under the new law providing for recognition by this department of normal training in high schools, in the normal course of study recommended for such high schools, the study of agriculture is given a proper place. The outline for the one year's course provides for instruction in laboratory work in Farm Animals, Milk and Its Products, Soils, Field Crops and Garden and Orchard Crops. (See Normal training in high schools of this report for one and two semester courses in high schools.) It will be noted that in the one year's course, one hundred and twelve periods are given to study and ninety-six periods to laboratory work.

The laboratory work is designed to bring the student into a closer, broader, and intimate knowledge of the subject; for instance, in "Farm Animals," eight double practice periods are given to visits at nearby stock farms where the typical specimens of the different breeds of horses, cattle, sheep and swine are studied in the home

environment. The laboratory work in Milk and its Products, Soils Field Crops, and Garden and Orchard Crops, is designed to bring the student into contact with problems which are commonly met in the home, or community.

In the study of Field Crops, Garden and Orchard Crops, the student is expected to deal directly with the object studied so far as possible, by cultivating with his own hands, the plants studied.

IN NORMAL SCHOOLS.

In our state normal schools, special instructors are provided in agriculture. School Gardening provides out-door laboratory work as a supplement to carefully arranged indoor laboratory exercises. In the state junior normal schools, school gardening has furnished an interesting and favorite laboratory study for the summer school junior normal teachers. Teachers in these classes are required to plant and care for their own "little farms" and thus gain by actual experience the lessons they would teach in their schools.

UNIVERSITY AID.—For the 1906 season of the Junior Normals, the University of Nebraska provided special instructors from the University School of Agriculture who each spent two weeks at each of the various junior normals, instructing in his specialty. Field Crops, Soils, Farm Animals, and Horticulture were the subjects treated by these specialists. The regular instructor in agriculture conducted the school garden and supplemented the work of the special instructors. The university also sent special lecturers who made the rounds of the junior normals and lectured on various agricultural subjects.

AGRICULTURAL AND DOMESTIC SCIENCE CLUBS.

With teachers prepared to teach the subject there is yet the need of awakening the proper interest on the part of pupils and their parents. The movement that has done most toward creating an interest among young people in agriculture and domestic science is the organization of agricultural and domestic science clubs. With a view toward reaching a number of individuals throughout the state, the first Nebraska corn contest was inaugurated in the spring of 1905. The five hundred boys who first forwarded names and addresses to this department were furnished five hundred kernels of pure bred seed corn. The University of Nebraska School of Agriculture furnished the seed corn. The boys were notified that a report would be expected of them. During the summer it was decided that it would be well to ask each of the five hundred boys to send or bring to Lincoln with his written report, the best ten ears of corn raised from the seed furnished him. A prize list was arranged and a program prepared; the girls who had demanded that they be given an equal chance with the boys were admitted as corn cookers and the first Nebraska corn contest was announced.

This contest developed into an occasion of much larger dimensions and brought better results than the originators anticipated. An abridged stenographic report of the contest follows:

REPORT OF NEBRASKA CORN CONTEST

Held at Lincoln, December 14-15, 1905.

Excursion tickets on all railroads in Nebraska leading to Lincoln were put on sale Wednesday, December 13. Headquarters were established at the Lincoln hotel and preparations made to receive the corn growers and corn cookers from all incoming trains Thursday. The managers of the corn contest were agreeably surprised to find delegations arriving on Wednesday afternoon, the 13th. Valley county, the first large delegation to reach Lincoln, arrived Wednesday afternoon. Thirty-eight boys and girls in charge of the county superintendent, Miss Alta Jones, registered and left their baggage at the Lincoln hotel and spent the afternoon seeing the sights of the city. Other smaller delegations arrived in the afternoon and evening.

Thursday morning delegations began to arrive from all directions. Guides wearing "Corn is King" badges, with an additional "Guide" badge, met all trains and found no trouble in getting into communication with the delegates who arrived, most of them wearing corn badges and special county or district badges.

The program provided for: first, registration at headquarters, second a trip to the state farm, where the entries were made in both contests, and third, visiting at the state farm, University of Nebraska, and the manual training and domestic science departments of the Lincoln city schools. The afternoon program was a continuation of the forenoon program, the incoming afternoon trains being even more loaded than forenoon trains.

The judging of the corn exhibits was begun in the afternoon. At five o'clock p. m., the "Q" street Lincoln city fire department made an exhibit run from the corner of Q and Tenth street east to Sixteenth street, much to the enjoyment of the visitors.

Evening Session—December 14.

The first general session was held at Grant Memorial Hall, University of Nebraska.

A complete stenographic report was made of this session and of all the subsequent sessions, an abridgement of which follows:

The convention was called to order at 7 o'clock. Prof. C. H. Miller, director of music in the Lincoln city schools, led the boys and girls in learning the new state song, "Nebraska."

"Nebraska Scenes on Canvas," the next number on the program, was conducted by Dr. G. E. Condra, of the university. This was made up of scenes from different parts of the state. Starting at Lincoln, west to Hastings, then south along the Republican river, north to North

Platte, thence north and west, and returned along the Fremont & Elkhorn railroad. These scenes were for the purpose of showing the natural resources of the state, and consisted of farm life, irrigation farms, chalk formations, lakes in the sand hills, artesian wells, quarries of stone and sand ready to be manufactured into stone, the denizens of Nebraska of many years ago, and fossils in rocks. Dr. Condra's remarks, in connection with the pictures, were very instructive and entertaining. In conclusion he said: "Now, as I have shown you all these things about our great state, I want you all to join in singing once more the chorus of the song 'Nebraska,' " which was done.

Dr. E. Benj. Andrews, chancellor of the University of Nebraska, was then introduced as "the friend of the girls and boys of Nebraska." The chancellor's address on "The Reformed Country School" was much appreciated by the young people and teachers assembled.

The audience was then entertained by two excellent music numbers furnished by the University School of Music.

Chairman: "We are especially favored to-night in having a representative of the United States government who has come half way across the continent to talk to the people of Nebraska. We have not limited him to any subject. I am pleased to introduce Prof. John Hamilton of the Department of Agriculture."

ADDRESS OF PROF. JOHN HAMILTON.

United States Department of Agriculture.

"Young People of the State of Nebraska, Mr. President, Ladies and Gentlemen: Your speaker, in introducing me, said that I had come all the way across the continent for the purpose of talking before this audience to-night. I would like to correct that by stating that I was sent across the continent by the Department of Agriculture —the Secretary of Agriculture—to learn from you what this meeting that you are holding means in the elevation of the boys and girls of your state. To-day I have been engaged in inquiring among the friends who have had to do with the bringing of this great assembly together and what it stands for. Why is it that a meeting of this character has been brought about? How do you propose to utilize it in aid of agriculture in your state?

"My official duties take me through the United States in connection with the farmers' institute work of the country. During the last year there were two scenes that impressed me more than any other. One was located at the St. Louis exposition in the great agricultural building which covered about forty acres of land, filled with exhibits from all over the United States and from every foreign country—the largest and most valuable collection of agricultural im-

plements and agricultural products that our country or any country has ever seen in a single exhibit.

"The scene in that great exposition most suggestive of progress in agriculture, according to my view of progress, was that presented by the state of Illinois which consisted in an exhibit of corn contributed by 8,000 farmer boys, each boy contributing ten ears of corn grown by himself, and in front of each exhibit there was a photograph of the little fellow who grew it. Associated with this corn exhibit there was a small cabinet placed at the desk of the gentleman who was in charge of the Illinois display. Before it was placed this notice: "Please write upon a card the name of some boy who belongs to the state of Illinois.' By this means they were gathering together thousands upon thousands of names of the young people of the state of Illinois. These names were to be sent down to the university at Champaign, and there classified letters were to be subsequently written by the authorities of that great university to every boy and girl whose name was put in this cabinet. You can understand what it would mean to a little fellow way up in one of the counties of Illinois to receive a letter from the chancellor of the university or the head of the school of agriculture, calling his attention to the fact that the university is organized for aiding the agricultural people of the state, and it is interested particularly in our boys and girls, and especially in the little correspondent that was addressed.

"The other scene to which I refer is this meeting to-night in which the boys and girls of your great state have been brought up to your university. Boys and girls coming from farm homes, from the country districts of Nebraska up to your university to see what that university has for them. Does it not impress you and all who are fortunate enough to witness it with this fact, that there is a great thirst out in the country districts for knowledge, and that this thirst has extended until the boys and girls even the smallest of them are anxious to learn what they can do to equip thmselves for their fight for life.

"My duties bring me in contact with men and women who are interested in agriculture all over this country, and it is not an unusual thing for me to see several hundred, yes as many as two thousand men and women, agricultural people who have come up to spend from three to four days, and in some instances as much as a week at their state university, attending lectures, and inspecting the work which the experiment stations and agricultural colleges are doing in aid of farming people. I say that this is no unusual thing. It is occurring in many of the states of the Union each year, but I do not know of an instance in any other state in which our farmer boys and girls have come up to their university in such numbers, and from so widely separated districts as we witness here to-night. It is a demonstration of rural interest in agricultural education that has not, so far as I know, been duplicated anywhere else in the Union.

"I wish to say to you right here and now that the Department of Agriculture at Washington is very much interested in the education of the people of this country along agricultural lines. When I asked those who commissioned me to represent the department before you to-night what I should say, this was the reply: 'It will be expected that you will lend your influence to establishing the principle that it is essential to interest the rising generation in agricultural education if we are to have any permanent improvement in our agriculture. It will be well for you to assure those present that we are interested in meeting the needs of the young people for instruction along these lines, and therefore glad to receive inquiries from them, and to send them such of our publications as may meet their needs." This is the message that comes from the Department of Agriculture to you to-night.

"That there is need for the national government to interest itself in this matter of the education of rural communities, particularly of the children in these communities, is evident from the fact that in many of the states the trend of population has been from the country into the city. In one state with which I am particularly familiar in the decade that preceded 1900 the population that came into that state during that decade numbered 143,000. Of that number only 23,000 went into the country, and 120,000 settled in the cities. What is still more significant is that this 23,000 of which I speak settled, not in the agricultural counties, but in the mining, manufacturing, and lumbering counties of the state, whereas the agricultural communities lost altogether about 60,000 of their population in that decade.

"It is becoming a matter of great concern to the authorities of that state, and it is a matter of vital interest to the national government to discover some means by which this flow of population from the country into the city may be arrested. These people did not leave because agriculture is not a profitable business. There were other reasons. We all know that city life has not given to the mass of its people the living that it is possible for men to get in the country. It can be demonstrated on a blackboard to the satisfaction of any one that the people who live on the farms are a class the best off of all of our population. You must take clerks and people engaged in all other occupations, mass them together and their daily wage does not average nearly as much as the daily wage of the people engaged in agriculture.

"A proof of its profitableness is shown by the fact that out of $1,435,000,000 of exports from this country in 1904 over $853,000,000 or 59½ per cent went from the country districts, showing that after the agricultural people have fed and clothed themselves and their families, and have fed all of those who are engaged in other occupations—after having fed eighty millions of people, over $800,000,000 was left as surplus to send to other lands.

"This shows that agriculture is a profitable calling. It may not

be profitable for you, or for me, but it is profitable to the great mass of people who are engaged in it, and the fact that so many have been leaving agriculture and going to the city is not due to the unprofitable nature of agriculture as a business. It is due to other causes, and I hold that it is due largely to the fact that the education that is given out in the country schools has been of such a character as practically to compel people to move from the country into the cities if they want to educate their children.

"The truth is that in the country districts in most of our states the education that is there given has not advanced beyond that which was given thirty or forty years ago. It is a question whether in many of our states the country school has not deteriorated in its educational efficiency below that of forty years ago.

"It has come to this that every man now knows that in order that his child may succeed in life he must have education. The education, however, that is given out in the country districts, consists merely of the rudiments of an education, arithmetic, writing, reading and spelling, with a few other things that have been in the schools for all time past. We have not changed our education in its character and methods in the country to accommodate it to the new conditions.

"We were interested several years ago in my native state in discovering the true conditions of our rural schools. Accordingly, an investigation was begun to see what was actually being done. We wrote to the teachers in the 1,500 school districts in that state, asking three questions: First—How many classes do you hold each day? Second—What are the ages of your pupils? Third—What is the average number you teach? We found that in the rural districts of that state the teachers were required on the average to hear twenty-seven classes every day, and that some of the teachers held as many as forty classes. It is manifestly impossible, a physical impossibility, for any man or woman to make scholars out of attendance upon a public school where twelve minutes to a class, which was the average amount which the country school teacher gave to the children of that state. If you deduct from this the minutes that are required for the pupils to go to and from their desks, the time necessary for the assigning of lessons, the keeping of order, and the recitation. That was the average time for hearing classes recite throughout the reported districts of an entire state with a population of more than a million agricultural people.

"The question then came up as to what should be done to make the education of the country equal to the education that is given in the towns and cities. The teacher in the city had anywhere from six to seven classes a day, and instead of having from eight to ten minutes to give to a class he had from thirty to forty minutes. The result was that in the city schools they had all of the studies that the pupils needed for modern education, whereas, in the country schools it was impossible to introduce new subjects beyond those that were

quite elementary, and had been in these schools through all of the past years of their existence.

"The pupil who is to be fitted for country life must be educated along the lines of his life work. If he is to live in, and enjoy the country, he must devote some part of his time to the study of the things with which he is surrounded and with which he is to deal. Unless he can get that education in the rural schools in the neighborhood in which he lives, it will be impossible for many of those who are living in the country to ever get that kind of knowledge that country life requires. The consequence is that people who desire the best for their children in many of our states have been leaving the country and going to the city where graded schools exist so that their children can be taught the things they must know in order to compete in this century of industrial strife.

"When it was undertaken to correct this condition of things it was found to be impossible to add new studies that are needed now for the proper education of country children to the existing curriculum. It was clearly impossible to introduce into the rural schools any additional teaching under the system then existing. The only possible solution of the problem was to establish graded schools. To do this it was necessary to consolidate several small district schools into one. The little crossroad schoolhouse, it was felt, would have to be abandoned, and the children be brought from areas from three to five miles in diameter to this school. That meant the transportation of children and the bringing of them together into the centralized schools.

"The condition of things was brought to the attention of the legislature and an act was passed, authorizing the township to abandon the old-fashioned country schoolhouse and bring the children to a centralized school, having this school officered with several teachers, and the pupils classified according to their ages and acquirements.

"Thus these country schools were enabled to graduate classes of students who were fitted for the high schools, and some of them for entrance to the freshman class in college. This was the solution of the country school problem in the state to which I have referred.

"I believe that we are coming to this view all over the nation. We must centralize our rural schools and place in these schools several teachers and introduce the kind of studies that are necessary in order that country children may be equipped for rural life. Much of the education that we are now giving tends to fit people for city life. If a school had been devised to drive people out of the country, and make young people unsatisfied with country conditions, I do not suppose that a method could have been devised to accomplish this better than the old fashioned course of study to which the rural school was confined. It fitted people for the professions, whereas the rural education we need to-day is of a kind that ought

to call attention to what is possible for a man to be and do in the country.

"As I have said, country life is a profitable life, and part of that profit is not received in dollars and cents, but some of it consists in the satisfaction that men and women have in dealing with the things that the Lord is creating day by day right before our eyes; in dealing with living objects, of having to do at first hand with the products of the soil. Much of the compensation that comes to men and women in this world comes from this sentimental side of our life, that can only be fully gratified in the country. The city is full of men and women who are simply existing whereas in our country homes we have the inspiration of life all about us, and of the feelings that come to the man and woman who possess a home of their own, are self-supporting, are their own masters, and have all the advantages of the city in addition to none of the disadvantages that most city people must endure.

"I am sure that Nebraska has gone beyond most of the states in providing for our rural students. From conversations that I have had with your superintendent of public instruction, I find that you have a system of classification of studies in all of your country district schools, and that you are solving this problem of rural education by making it possible for your country youth to get the education that they need for country life in the district schools at home. In this respect, Nebraska, I think, is among the foremost states of the Union, and the complete solving of this most difficult problem is sure to come to us in the near future, through such experiments as have been taking place in your magnificent state.

"I am greatly interested in the farmers' institute work. Country children should be brought to take some part in that important educational industry. We have been talking all of these years to adults, to people who have their living to make in the country, and we have been trying to get them to see the possibilities of their calling. The real work of improving the agriculture in the United States however, must begin in the public schools, and the education that we are giving to older people through the farmers' institute is in order that they may see that it is possible to take the truths of science that the agricultural experiment stations and colleges are revealing and teaching them in an understandable way to the smallest child in the public schools.

"The great rural problem to-day is the question of the education of our country children, and I believe that question can only be solved by first securing the consolidation of our rural schools, which involves the transportation of the children to and from their homes so that everywhere throughout the United States children in the remotest rural districts will have the same advantages of education as are given to those who are more advantageously situated in the towns and cities. Nebraska, I am rejoiced to find, is taking the lead along this line.

"I have taken your time this evening because I have felt that the points that I have tried to make are most important. If we will take up the question of the consolidation of our rural schools and convey our children to and from these schools in comfortable vans, we will, I firmly believe, have solved the country problem. We will have made it possible to pay teachers in the country schools salaries ranging from forty to ninety dollars per month, and to put into these centralized schools equipment and apparatus that will be the equal of that which is now found in the best town and city schools, and to have school gardens, and large and well-kept grounds surrounding these schools so that the teachers may have opportunity to demonstrate in a practical way the things that are being taught in their schoolroom work. If we had this introduced into rural life, the only great force that is to save the country from depletion and make it the abode of wealth and culture through all of the years to come."

At this point in the program Dr. L. P. Ludden took charge of the ceremonies attending the introduction of the king and queen. King Corn entered the room and took his place on the stage attended by two sunflower attendants. He was garbed in a golden yellow robe and crown adorned with trimmings of corn husks and carried a wand as indicative of regal power. As he took his place Mr. Ludden read a poem written for the occasion.

Mr. Ludden: "A great many years ago when our forefathers landed in America they found growing a certain kind of grain called maize. Subsequently they called it Indian corn, and when we came out to Nebraska we raised such an abundance of it that in a little while it crowded out the wheat so we simply called it corn and crowned it king. I will now read you a poem, written by Prof. C. A. Murch of the State Normal School at Kearney, entitled:

The Song of King Corn.

"The dews of heaven,
The rains that fall,
The fatness of earth,
I claim them all.
O'er mountain and plain
My praises ring,
O'er ocean and land,
I am king! I am king!

O'er the green hills,
Flash my shining blades;
Past dancing rills,
Through sun-kissed glades,

Spread my serried ranks
With a sweep and a swing,
Till the eye is weary,
I am king! I am king!

Cities and states
Arise at my call.
Bright gold bursts out
Where my footsteps fall.
Where my russet plumes
In the breezes swing,
The glad earth laughs,
For I am king! I'm king!

I girdle the earth
With shining bands.
The groaning trains
That sweep the sands,
And ships that brave
Old ocean's swing,
Are mine, all mine—
I am king! I am king!

Would you dethrone me?
Not so, not so.
Still the golden tide
Shall swell and flow;
The earth yields riches,
The toilers sing,
In the gold land,
Where corn is king."

King Corn was then presented and stood with scepter uplifted while his subjects gave him the honors. After the introduction, Professor Miller of the Lincoln schools sang a song, "Old King Corn," composed by Mr. Bishop, which was heartily applauded.

Mr. Ludden: "Many years ago South America said, 'We will dispute the right of corn to be king in Nebraska.' So South America sent a bride up to this great country of ours to supplant, if possible, old King Corn, but they failed, and Nebraska simply joins to-night the bride and the king."

Then while Queen Alfalfa, also attended by the sunflower boys, majestically entered the room and took her place on the platform beside her lord, Mr. Ludden read the following poem, also composed by Professor Murch:

The Bridal of the King.

To this golden realm one day—
One fair day in budding spring,
Tripping o'er the nodding grass,
Where the linnets tilt and swing;
Came a princess, wondrous fair,
O'er the meads and valleys green;
Breathing perfume as she passed
From her robes of royal sheen.

Bluebells tinkled as she passed,
Bounding flowers kissed her feet;
Bob O'Lincoln, for delight,
Coined his soul in music sweet.
Wise old sunflowers, bowing low,
Doffed their golden caps, and cried:
"Welcome, princess, welcome thrice!
To this realm so rich and wide."

Came the king, so proud and tall,
Clad in suit of Lincoln green;
Met the princess as she went,
Dressed in robes of royal sheen.
Quick he bared his courtly head,
Doffed his hat with jewels strewn;
"Welcome, princess, fair," he said:
"Deign to call this realm your own."

Side by side this royal pair
Rule this wide domain to-day;
Corn is king, but by his side
Queen Alfalfa beareth sway.
Far across the utmost hills,
Russet-plumed, he scatters gold;
Purple crowned, his royal bride,
Blesses earth with wealth untold.

(Applause.)

Queen Alfalfa was dressed in a gown of golden yellow covered with alfalfa. She wore a wreath of the same material. Then Mr. Ludden announced the entrance of the midget heir to the throne.

The Heir to the Throne.

Said King Corn one summer day,
To his queen, Alfalfa Hay,
"Though we rule this fair domain,
Rolling hill and sweeping plain,
Though our subjects leal and true,

Pay us meed of homage due,
Tell me queen of queens, most fair,
"What's a throne without an heir?"

Then the queen, all rosy red,
Drooped her shining purple head,
Hid her blushes on his stalk—
"Corney, dearest, how you talk!"
But the glowing orb of gold,
Scarce his shining path had rolled
Past Orion and the bear,
Ere the throne beheld an heir.

Plump and round and fair to see,
Never lass could fairer be;
Tresses touched with gold-red light,
Dainty toes so pink and white,
King and queen and subjects there,
Greet the babe, beyond compare;
And the princess, fair and sweet,
Straight was christened, "Sugar Beet."

While Mr. Ludden was reading the poem little Sugar Beet in white with green beet leaves around her neck entered and was received with an ovation. Taking up a pinch of sugar Mr. Ludden announced, "With Nebraska beet sugar I christen thee' Sugar Beet.' "

Sugar Beet responded as follows:

"I guess you'll have to squeeze me,
A sugar beet so very small,
I was afraid to come at all,
For fear some one would seize me.
If you really would like to see
How sweet a sugar beet can be,
I guess you'll have to squeeze me."

(Applause.)

The various parts were taken by the following:

King, Russel Gentzler.

Queen, Ruth Gould.

Sugar Beet, little Pearl Shepherd.

Sunflower boys, Kent Davis and Walter Hough. All are pupils at the Elliott school.

Friday Morning, December 15.

Section meetings in Agricultural Hall, School of Agriculture:

The forenoon session was divided into two meetings at the state farm, the boys' section and the girls' section. Many parents and school teachers accompanied the young people to these meetings.

GIRLS' SECTION.

9:00 o'clock a. m.

Miss Rosa Bouton, Director School Domestic Science of the State University, addressed the girls' section on "The General Principles of Cooking."

She said, in part, that the fact that the girls were there showed an ambition to do something worth their while and attention; that the most important thing in the world is character building. She spoke of the home, the most important institution in our nation and its being the very heart of the nation because there the individuals are trained.

All this work of domestic science and domestic art is important because of its relation to the home. The physical life, the moral and intellectual life are there closely united; and because they are so closely interwoven the importance of the physical side is evident. We must have good food, comfortable clothing and be well housed in order to be most efficient in our life. People who are sick and who have the backache and headache cannot do the best intellectual work, nor can they develop the moral backbone in such condition. It is very easy to be cross.

Miss Bouton enlarged and illustrated along this line and further spoke of the foundation principles of the work of domestic science and compared them to the corner stones of a building.

She named one of them, cleanliness; another one, neatness; another, order; and a fourth, system. She discoursed at some length upon the importance of each one. She also spoke of economy as uniting them. She also spoke of money and material; the importance of economy of time and strength. She said that those were the things that women especially were apt to forget—economy of time and strength, and spoke of the different ways of economizing; how people should have their kitchen; they do not have them conveniently arranged; they have to take many more steps than would be necessary in order to perform their work. Instead of having it arranged conveniently and for the purpose of accomplishing their work with the least degree of labor they get tired and weary, whereas if it were planned and arranged for convenience of time, labor and strength the same work could be accomplished in one-third of the time and effort.

Miss Bouton then spoke of the inside work which was being done in the way of cooking and household economy and such matters in the kitchen laboratory of the domestic science department of the state university, extending a cordial invitation for all to visit that department at the university.

Great interest was shown in Miss Bouton's address, which was well received.

The next address was by Miss Lyda J. McMahon, Superintendent Girls' Industrial School, Geneva, and entitled "What Girls Can Make From Corn."

Miss McMahon devoted considerable time to speaking of what the girls were doing at the Geneva school. She said there were over sixty girls there and that more than half of them had raised the corn which they had used in preparing the articles that were brought down for the corn contest.

When Miss McMahon asked the girls to do this work they asked the privilege of going into the kitchen and experimenting. The girls devised all of the exhibits that were brought. She said that the girls were very enthusiastic in their work and seemed to perform the work with great facility and with much interest.

Miss McMahon took occasion to remark that while it was an industrial school and that most of the children there had been sent there on account of some misbehavior, she found them much different than what people might judge, and said that the girls were doing excellent work, that there was no disposition on the part of the girls to show disobedience or anything of that kind.

The exhibits from that school were very excellent and attractive.

POSSIBILITIES OF FLORICULTURE.

(C. S. Harrison.)

"Young Ladies: I am not going to talk about something above and beyond you, but of something within your reach. I wish to open before you the gates of a new and beautiful world where you can enter into the holy of holies of good old Mother Nature and help her work miracles. Do you want to be an artist?

"Let me show you how, without pencil or brush. Take a piece of brown earth for your canvas, plant it with bulbs, plants and seeds, be generous with it, and you will soon have a picture no artist can copy. Your flowers will be alive; their fragrance will fill all the air. Like brides preparing for their nuptials they will make their toilet before you. It will be a scene of beauty to see those radiant hosts dissolving the rainbow to weave its tints into their garments. Your picture will be such that no artist can copy it. He will give you only flowers in effigy. They will be but the corpses of your creation. Those delicate tints of shadings will fill him with despair.

"If he could reproduce your picture with blossoms that live and breath, he would be immortal. He cannot, and so you stand far ahead of him as an artist.

"Think of the possibilities before you. Take my own case. My hands know how to toil. My fingers are knotted with rheumatism, and yet these hands are brothers of the brain. We work together, and as the result hundreds of thousands of flowers come up at our beck. The hoe is a wand in the hand of a king and beauty follows in its path.

"Again. You can adorn a piece of land with known varieties of flowers, but right in the edge of the unknown there are those that mortal eyes have never seen waiting for your skill to call them to

light. I keep the State Experiment at York. I have planted fifty pounds of peony seed, and the thousands which will spring from them will be different one from the other and among them there will be some of rare merit.

"A few years ago a lady in Indiana planted some peony seed and produced many new and choice ones. I helped her to sell one for $100. She sold another for $150, after she had produced several clumps from each. I have had marvelous success with phloxes. These are natives of America. They were taken to France and the florists have wrought wonders with them. At first the flowers were the size of a dime, then they were made as large as a quarter, then as big as a half dollar, and, then for a wonder as large as a silver dollar. I sent for the finest, planted them in the center of the group so the bees could cross them. I planted the seed and the first year secured over twenty much finer than most of our imported ones, some larger than a dollar. The Nebraska Experiment Station at York has sent out a manual on the peony, the only one in any language, that can be had for thirty cents. And there is now in press a manual on the phlox, showing how you can work miracles with these glorious flowers. The price is only fifteen cents in stamps; and then you can go into wonderland and call out new and beautiful things all your own."

BOYS' SECTION.

Prof. A. E. Davisson, principal of the University of Nebraska School of Agriculture, addressed the convention as follows:

AGRICULTURAL EDUCATION.

(A. E. Davisson.)

"Gentlemen: I say 'gentlemen' because the term means a gentleman, and has no reference to age; and I know you are all gentlemen. It affords me great pleasure to see in the Assembly Hall of the School of Agriculture such a large gathering of boys who are still in the public school, and yet who are sufficiently interested in agricultural matters to come to Lincoln to show what may be accomplished by giving particular attention to raising corn in a scientific way. When I speak of raising corn in a scientific way, I mean that you have selected the seed with great care; you have given it the proper kind of cultivation; you have put it into and kept it in the right kind of relation with old Mother Nature, and as a result of your effort Mother Nature has accomplished the miraculous work of producing corn as beautiful as anything in ancient stories, and as marvelous, if not more so, than the Seven Wonders of the World. It is a great thing to co-operate with nature. The reason it is a great thing is because of the fact that nature comes from the hand of God, from the hand of Him who 'plants His footsteps in the sea and who rides upon the storm.' When you boys are helping nature

to perform her work, you are really helping to accomplish the purpose of the Most High. So I say you have done a great work.

"Do you know, when I was a boy, on a farm, I did not think as I followed the plow—and I followed it many a long weary day—I never thought I was in partnership with the Great Architect of the Universe. I never thought I was doing a great work in helping the earth to produce. I did not think when I was husking corn and throwing it into the wagon; when I helped put the wheat into the granary; when I took the hay and fed it to the cattle; when I took the foodstuff to the swine—I did not think that upon my efforts and those of others engaged in like work depended the provision of food in all forms for hungry millions of people. Did you boys ever think as you sat at your table eating the sugar-cured ham, or at least ham just as well cured as Armour's; when you were eating the beautiful white bread that comes from your mother's hand and her great knowledge and experience; did you ever think while eating these things how much you depend on Mother Nature? Did you ever think, young gentlemen, that if you and the other boys like you all over the country, should fail to do your duty in co-operating with Mother Nature, that a catastrophe worse than any that can be imagined would follow almost immediately? And yet such is the fact. I ate breakfast this morning in my house; I expect to return there for lunch at noon; I expect to eat supper to-night on the train moving between here and Chicago, and to-morrow morning I expect the restaurant keeper in Chicago to have things ready for me when I call for them. Why? We have never thought why, but it is because the farmer, his son, his wife, his daughter, are all doing their duty faithfully. Is not it a beautiful thought when considered in that way? If you did not raise the beautiful corn, the corn with ears of beautiful gold; if you did not produce the beautiful golden grain of the wheat plant; if you did not take care of the domestic animals on the farm and make them fit for meat that will make you strong and enduring; if you failed to do all these things, I think the worst catastrophe in the history of all the earth would follow, and it would follow quickly.

"So, let me say to you, young gentlemen, and say it with full knowledge that it is true, that the farmer, the farmer's son, the farmer's daughter and the farmer's wife are the foundation stones not only for our present greatness but for all our future achievements. If any of you imagine that we in the university of Nebraska think that you are common people and that you ought to be embarrassed when you come up to speak to us, just get over that feeling. Call me Davisson if you want to. You have more right to call me Davisson than I to call you Jones or any other name. Why? Because you are engaged in the work of feeding the world. So much for farmers in general, but let me say a word about the farmers of Nebraska. Eleven years ago if a person had come to Nebraska with the money, it could have been purchased for $300,000,000. To-day we

have come to such a point in prosperity that our farmers' lands alone are worth three times that amount and more. We have a larger sum of money on deposit in our banks for every man, woman, and child throughout the state than in those of any other state in the Union. Do you know why this prosperity has come? It is because the farmers of Nebraska who went through the hard years of 1893-4 stood by their guns; stood at their posts and did all they could to assist Mother Nature.

"We often speak with admiration of the Roman soldier who stood at his post of duty even though the ashes, the lava and the fire of Mount Vesuvius poured down upon his head. Let me say to you, young gentlemen, and to older men who are here, that that heroism is not to be compared with the heroism of the Nebraska farmers who stood at their posts of duty for three long years with starvation staring them in the face, declaring 'We will hold on.' Our magnificent state to-day is the result of that. Search the pages of history, if you will, and nothing can be found more astonishing, nothing greater, nothing more sublime, than the heroism of our people who stood by Nebraska; and the fact that they did stand by Nebraska has made it possible for us to be one of the richest states in the Union. In speaking of them we frequently say 'the common people.' Of course there is nothing derogatory in the term 'common people,' but it is not the right adjective to use. When we speak of the farmers of Nebraska, we should call them the extraordinary people. (Applause.) * * *

"Now, young gentlemen, I should like to go on and spend some time talking to you along this line, for it is a great subject. It is a wonderful subject. There is one other thing I will say—there is a disposition among some boys—I had it at one time toward my father and the trip that he gave me to the orchard was effective in the instruction I received—a disposition to think 'I know more than my father.' The moment you begin to think father is an old fogy and that he does not deserve not only your full honor but your absolute reverence, the sooner you dismiss it the better it will be for you. It will not do, young men! These old farmer fathers of Nebraska are the salt of the earth. They are the men we must honor. They are the men whose friendship I desire. They are the men who have always paid their debts. They are the men who have brought up families and kept them from contamination. They are the men who have made Nebraska what it is. When we refer to our great men, let us not speak of the United States senators and representatives in congress, our governors and other state officers as being the typical great men. Let us speak of the men who have made Nebraska what it is, as being the great men and honorable in all their relations to life. (Applause.)

"I must tell you a little about the School of Agriculture. It began ten years ago this month. We had fifteen students. We had no building at the state farm where we could give instruction.

The next year we had thirty-three and had only one room. I heard my first classes in the half story attached to the upper part of Professor Lyon's house, and bumped my head whenever I went in to hear my class. (Laughter). The next year we had fifty-one students and a little more room. We just put on an addition to the building we had, in order to make it look like something. The next year we had fifty-seven students, a gain of only six. Then we got the experiment station building. The next year we had 114 students; the next 132, and then the next year we fell back to 119; the next year 206; last year we had 332, and this year we expect to have 400. We had two courses in the school—the winter course which begins the 2d day of January coming—and I hope there will be some of the boys from this crowd present—and the three years' course. The three years' course began in September in 1898, with two students, I came out and began school with that number. I never felt so lonesome in my life. The second day another student registered. I went down to the university in the afternoon and when they asked me how the School of Agriculture was getting along I said, 'Fine, the registration has increased 50 per cent.' We got another student on Wednesday, and then I said, 'We are doing well; our registration has increased 100 per cent.' I had to count it in per cents in order to make a respectable showing. We have to-day in the three years' course in the School of Agriculture 177 students. Our first graduating class was in 1903, and consisted of ten men only. Our second graduating class consisted of seventeen men, in 1904; in 1905 it contained twenty-four graduates. Providence permitting, next spring we shall have forty-four graduates, almost twice as many as Kansas graduated from her college last year, even though she claims to graduate more students than Illinois, Wisconsin, Minnesota, and Nebraska. (Applause.) I am not a son of a seventh son, so have not the right to prophesy, but I do prophesy that in 1907 we shall have sixty-seven in our graduating class. And the beauty of it all is that these boys will go back to the farm and try to develop Nebraska. They do not go away feeling that they are above work. Let me say on general educational subjects that the moment the boy goes back to his father and mother without the disposition to turn in and help them even though he has to do hard work, he is doing a dreadfully wicked thing. The educated man must not be afraid to take off his coat if necessary, he must not be afraid to soil his hands. The one thing which should concern the educated man, is, Is it honorable? Is it respectable? Does it do something for humanity? (Applause.)

"Now, what do we do in the School of Agriculture? We simply teach our boys so that they will go back and co-operate with nature; that is all. Professor Lyon will tell you, as soon as I am through, about how we teach our boys to work in harmony with nature in the raising of crops; he should tell you how we teach them to work in harmony with nature in preserving and adding to the

fertility of the soil. We also teach the boys to work in harmony with nature by teaching them what methods they must use if they would produce the best in the animal kingdom.

"We have a student in the School of Agriculture who has been here now two years. Last summer one of his father's cows became sick with milk fever. We do not try to make veterinary surgeons, but do teach some few things about the science. This young man went to his home town and got the necessary appliances and gave the cow treatment; about the only treatment to be given was to work in harmony with nature. The next morning the cow got up and came down as usual, ready for business. In two week's time a neighbor's cow became affected with the same disease. The veterinarian was sent for. He came, examined the cow and said, She's got the milk fever; she will die in a short time, and I can't do anything for her.' They asked him to try to do something. 'No,' he said, 'there is no use of trying; she will die.' The farmer had heard about our boy and sent for him to come. He took along his case and treated the cow. The next morning that cow was down at the house for breakfast. (Applause.) What a beautiful thing it is to work in harmony with nature as far as live stock is concerned. It is the testimony from all over Nebraska that our boys go back to the farm and are uniformly gentle, kind, and considerate of live stock.

"Our boys not only learn the principles according to which they must deal with live stock—and concerning which Professor Burnett will speak to you—but they learn to be considerate and gentle with animals.

"We not only do this, but we take our boys into the dairy and teach them to make butter as beautiful as gold; and as delicious to the taste as the fabled food of the Greek gods; they learn to deal with milk in such a way that when the little babe takes it into his stomach it is not a breeder of pestilence, but something that furnishes bone, sinew, blood, muscle, and insures a healthy growth. What a wonderful thing it is. Yet you will find people who will say that agricultural education does not pay.

"I have a friend at Fort Calhoun, Douglas county. He has a dairy. He learned his business here in this school. He has a barn with cement floors. He has a water plant so that he can flush his barn and keep it as clean as a lady's parlor. When his men go to milk, they must wear white suits, wash their hands, clean their finger nails, comb their hair, and appear in the presence of the lady cows as gentlemen. (Laughter and applause.) They are not allowed to swear. They approach a cow as though they were coming into the presence of ladies. They must be gentlemen. My friend will not have a man work for him that swears. The milk and cream are so carefully taken care of and are so well thought of that both bring twice the price in the city market to which they go that is

paid for ordinary milk and cream. That man is an educational missionary. He is doing as much good in his way as the president of a college. He is a gentleman of the highest type; and whenever I meet him, as I frequently do, in the city of Omaha I feel that I am standing in the presence of one of nature's noblemen.

"I think I have told you all my time permits of about the Agricultural School. Let me say in conclusion that it has been a great privilege to have you boys before me and to talk to you. I hope when you get large enough you will come to the Agricultural School. You will find boys here to give you a hearty welcome. We shall be glad to have you take all our work and when you go home to do so with a disposition to be more valuable to your father and mother than you were before; with a disposition to regard your fathers and mothers with more reverence and more honor than ever before. The results of agricultural education will be felt in all lines. In twenty years from now we shall see all over Nebraska fruit trees by the hundreds of thousands bringing forth every favorable season, fruit that shall please the eye and delight the taste. We shall see the beautiful green of the alfalfa plant and the royal purple of its bloom in every county. We shall see forest and shade trees dotting the plains that are now without a tree. We are going to make Nebraska as beautiful as any state in the Union. We shall see the dairymen producing $40,000,000 worth of dairy products every year. Our corn crop is going to increase until we shall be the first state in the Union in its production.

"We shall not only see all these things done, but also, men and women on the farm who will be demanding for their sons and daughters training of the highest type. So, the result of it all will be that we shall obtain untold riches from old earth in corn, wheat and other crops, and best of all we shall have the highest type of citizenship in all the earth." (Applause).

Professor T. L. Lyon, associate director of the experiment station followed with an address on "Improvement of the Corn Crop." He gave interesting information concerning the production and cultivation of corn in Nebraska and used specimens of corn instructing the boys how to select and judge seed corn.

Professor E. A. Burnett, director of the Nebraska Experiment Station followed with an excellent address on Variation in Domestic Animals.

GENERAL SESSION.

Friday Afternoon, 1:30—Agricultural Hall.

Address by Prof. John Hamilton, Washington, D. C.

"Mr. President, Ladies and Gentlemen: I feel quite embarrassed in undertaking to speak to you this afternoon for the reason that my official duties lie along somewhat different lines from those which this meeting represents. The gentleman in our department who is in special charge of our school work is Mr. D. J. Crosby. He is

thoroughly informed as to the condition and progress of this work throughout the country, and I regret exceedingly that his other duties have prevented his being with you in this meeting of the farmer boys and girls of Nebraska.

"I shall talk to you for a little while about a phase of agricultural work that the department of agriculture has taken up for the purpose of assisting the several states. I refer to the Farmers' Institutes.

"When the land grant colleges were established in 1862 it was believed that these institutions would supply the needs of the public in the matter of agricultural education. To the great disappointment of the friends of agricultural education it was found that comparatively few of the young people of the several states attended the agricultural colleges or seemed to care for the education which they were created to furnish. For a good many years the colleges went begging for students.

"This has been changed. Public sentiment has come to be in favor of this kind of education, and the institutions are being filled with the youth who wish to pursue studies along these new lines.

"Whilst this is true, and we are rejoiced that it has come to be an actual realization, we nevertheless cannot fail to see how entirely inadequate these institutions are for the great work of education that is needed to fit the entire body of country people for rural life. Suppose, for instance, that your institution here had 1,000 students in agriculture. What is that compared with the great body of youth distributed over your state who need instruction in agriculture. It is manifest that no one institution in a state can hope to educate all of the farming people who need instruction in their art.

"As a consequence, some means had to be devised by which information such as is given in the class rooms can be taken out to the homes of agricultural people who can never go to college, teaching them how to farm better, and to appreciate more the occupation that they have chosen as a life pursuit.

"To meet this need, the Farmers' Institute was organized. The movement had its origin in the individual states. It was not a national affair in the sense of originating in the National Department of Agriculture. Each state organized institutes for itself independent of what others were doing in this direction. The institute had as its primary object the reaching of adult farming people who were actually engaged in carrying on the active operations of the farm.

"This work has been in progress now about twenty years until institutes last year were held in all of the states of the Union excepting two, reaching about a million agricultural people.

"One of the valuable results of this work has been the arousing of the farmers to an interest in, and appreciation of the value of science as applied to agriculture. There was a time, not so very long ago, when to speak of a man as a scientific farmer was to

cause a laugh. A remarkable change has come over us in this respect. We are now looking to our scientific institutions for information that we need to help us out of our troubles as agricultural people, by solving our problems and prescribing remedies for our agricultural ills. This feeling has extended until now the interest is widespread, extending to the remotest and most isolated of our agricultural communities. The colleges and stations are now sending out their best experts to lecture to agricultural people in the institutes, and the state directors of farmers' institutes are employing the best practical and most successful farmers to explain to others the methods which they have found most advantageous in the growing of crops, in the rearing of animals and in the treatment of their soil. Last year 993 lecturers of this character gave instruction in the farmers' institutes of the United States. No better teachers can be found anywhere than those who have been giving instruction in the institutes of this country.

"The institutes have accomplished two important results: They have brought the practical farmer to appreciate the value of scientific truth as applied to his profession. They have brought him to respect science. They have also taught the scientific man, on the other hand, to respect the practical man, and have shown that it is possible for a capable teacher to take scientific truth and make it understandable and useable to the ordinary farmer who has had no scientific training. So that now science and practice have come together, and the representatives of both are in a teachable and receptive frame of mind.

"Until now the farmers' institutes have followed the same general method of work in all of the states. A meeting of farmers is called, several lecturers give addresses on various farm subjects, some discussions are had, and the meeting adjourns for a year, to repeat substantially the same program year after year varying the speakers and to some extent the subjects.

In some of the states in which the institutes have been longest in operation there is a growing feeling that we ought to advance beyond this old method and devote more time to particular topics so as to make an exhaustive study of some single subject that is of importance to the agriculture of the community. To meet this new demand the National Department of Agriculture has suggested the organizing of a series of movable schools that will each remain in a community from ten to fifteen or twenty days, giving instruction in some specific thing, and selecting out of that community and forming into a class those who are interested in that particular specialty, organizing small classes for study under the supervision of an expert teacher who comes equipped with all the apparatus for teaching the specialty that is required. The department is having these courses of study for movable schools prepared by the best experts that the country has. Just now four such courses are in

preparation; One on cheese making; one on butter making; one on poultry rearing and one on fruit growing.

"The plan is to have these schools equipped by the state directors of farmers' institutes and sent out under a capable teacher to localities in which there have previously been organized classes of not less than eight nor more than fifteen persons, who agree to attend all the lectures and engage in all of the practice work that the course requires, and the teacher is to be provided with all the apparatus and appliances necessary to teach this subject in an up-to-date and effective manner. For instance, if he is to teach butter making he shall have a modern butter making outfit with thermometers, churns, Babcock testing machines, butter workers, apparatus for making analyses, etc. After the delivering of a lecture, the students are expected to put on their aprons, and go to work and do the things that the lecturer has outlined, and thus become familiar with the practice as well as with the theory of butter making. Each course of study is prepared so as to begin at the elementary end of the subject, and continue in successive step to its completion.

"Between the lecture hours the teacher is expected each day to visit the homes of one or more of his scholars and give advice respecting the improvement of methods for carrying on the particular branch of agriculture that he is engaged in teaching.

"It is expected that upon the completion of the course there will be left in each community visited from eight to fifteen persons who will be well equipped for doing the things that they have been taught, and thus add to the efficiency and productiveness of agricultural methods in these communities.

"If the school is on the rearing of poultry, instruction in this industry will be given. In like manner if it is upon the making of cheese, fruit growing, or other agricultural specialties.

"The teacher having finished his instruction in one locality moves his apparatus to another in which a similar class has been organized, and repeats the instruction, and so continues throughout the year.

"It is believed that these schools will furnish facilities by which many of our young men and women who are unable to go to college will have a section of the college brought to them. In other words we are trying to extend the college beyond its interior work in the class room out into the rural districts to meet with and aid the youth and older men and women who need its help.

"This is the first item which I have had in mind to present this afternoon. It is a great advance upon the old methods that the institute has been pursuing in previous years. These schools can go into the remote communities where men have had no educational advantages; where boys and girls scarcely know there is an agricultural college in their state, or that there is any information that would aid them in their life as farming people. All through the

states there are plenty of young people and older ones as well who need simply to be awakened to the possibilities of agriculture, to cause them to thirst for knowledge of how its possibilities may be realized by them. To all such, the teacher in the movable schools will say: 'If you desire further knowledge of this subject than I have been able to impart in the limited course that has been given, go up to your agricultural college and enter its classes and take advantage of its superior equipment and corps of expert teachers, and perfect yourself in the specialty that you have chosen, and become an expert in your line of work.

"If we would succeed in agriculture we must cater to the public taste, and the public taste has become educated until it is now fastidious, no longer to be satisfied with the lame, the halt, the blind, the gnarled, and the defective animals and articles that once we thought good enough for human use.

"It is the uncommon article in the market that brings the top price. The common is and always will be cheap. It is the pound of butter that is worth a dollar that brings a dollar.

"We have a fine example down stairs in the room below of how attractive and appetizing corn bread can be made. I saw an item the other day in, I think the Youth's Companion, giving an account of the experience of two ladies who went visiting to Mt. Washington for a summer outing. They hadn't very much money, and when the matter of where their vacation should be spent Mt. Washington was proposed. The older girl said to her sister, 'Jennie, we haven't got much money and we are going up where there are plenty of people who have money to burn. We will not be in it at all.' The other replied, 'We will simply have to take a lower place and go to the foot of Mt. Washington and get the best out of it we can.' The older sister then put the question, 'Have we got the nerve for that?' They agreed that they had the nerve and went. The boarding house where they located was not very good, indeed things were decidedly bad. After a couple of weeks' of this experience one day at dinner a dish of food that had been baked and was mussed up beyond recognition was brought in. The woman of the house evidently impressed with the fact that it was not in very presentable shape, in half apology remarked: 'It looks like it had been e't but it aint.'

The consuming public want articles in presentable condition. Just like the corn bread in the room below. Any one of the articles in that exhibit is fit to go upon the best table in New York City or anywhere else in the world. I am glad that I am not on the committee to judge them for I would insist on giving a premium to every exhibitor. It is a wonderful exhibit, and has been made by children. We used to think that a child could do nothing but make a noise and get itself into mischief. Here we have young girls from all over Nebraska coming to the capital city of their state into a great scientific institution like this, bringing here for

exhibition the products of their skill in that most difficult and important household art, the preparation of food.

"We used to believe that skill in the performance of the various operations embraced by what we called the mechanic arts could only be acquired by adults, and then only after years of practice in the particular industry whose mysteries the apprentice desired to follow. Now we know that operations of this character can be taught in school to children, and in the odd hours that can be spared from the regular course of study. Children can be taught to perform work along mechanic lines that will compare as favorably with that of expert workmen of years of experience as the corn bread displayed in the room below compares with that prepared by the expert chefs of the most fashionable hotels, being just a trifle better than anything these high-priced cooks can produce.

"Children can be taught anything and taught it in but little time if they have the right kind of instructors. The movable school proposes to have the most skilled instructors that can be procured. No school can rise higher than the qualifications of its teachers. If it has poor teachers it is a poor school. If its teachers are capable, enthusiastic, and in love with their work you have a good school. All depends upon the character and qualifications of the instructors that you select.

"The movable school of agriculture, well-equipped with apparatus for instruction and expert teachers, sent out all over this country will revolutionize agriculture in the United States, and slake to some degree, at least, the thirst for knowledge that now universally exists.

"I wish to call your attention to another matter that the National Department of Agriculture has asked congress to do for the improvement of the farmers' institutes:

"Farming people, Mr. Chairman, are trained observers. Their occupation is such as to require that they shall form their judgment as to the qualities and needs of animals, crops and soils largely from their appearance. Much of their education is through what they see, and as a consequence, if you wish to continue their education the best possible channel has been found to be not through their ears, but through their eyes. The living object or its representation in a photograph projected upon a screen, or the object illustrated by a chart often conveys more information in a minute than could be imparted in a half hour's talk.

"The department has had lectures on various farm subjects prepared, illustrated by lantern slides. These have been found to be very useful wherever it is possible to present them. They, however, can only be shown at night or in a darkened hall and require apparatus that is somewhat inconvenient to transport. In order to supplement these object teaching appliances the department has asked congress to make an appropriation to the office of experiment stations to be used in the preparation of a series of agricul-

tural charts for use in institute work. The plan is to have charts in series, as for instance, one series upon Indian corn, the illustrations starting with the seed and its germination and showing in succession its development up to the matured plant. The preparation of these charts is to be placed in the hands of a corn expert, and when he has outlined the points to be presented, provide him with a skilled artist to make drawings of the parts to be illustrated, and then have them lithographed and printed in colors for the use of the institute lecturers.

"In presenting the several subjects it is proposed to have but one item on any one chart so that the attention of the audience will not be distracted from the point under consideration, but be concentrated upon that one thing until the lecturer is ready to display the next. In this way, it is believed, much valuable truth can be imparted, and audiences be interested to an extent that would not be possible by any other method.

"To have charts of this character prepared will require a considerable sum of money, especially if they are to cover the subject of agriculture, in its several branches and departments, but when the engravings are once made the subsequent cost of the several charts will be merely that of press work and paper, so that it will be possible to supply sets of charts to lecturers, schools and colleges at merely nominal cost.

"These are the two lines of work by the Department of Agriculture relating to farmers' institute improvement that I desired to have you consider with me this afternoon, and I hope that when the proper time arrives you will use your influence in having these movable schools started in your state and that you will see that your educational institutions engaged in teaching agriculture avail themselves in their instruction work of the charts that are proposed to be prepared by the National Department of Agriculture at Washington."

NEBRASKA'S GREATEST PRODUCTS.

Professor G. E. Condra, of the University of Nebraska, was introduced and addressed the convention as follows:

"Young People, Ladies and Gentlemen: I am pleased to have the privilege of speaking to you this afternoon. My reasons for talking on this occasion are three: First, I was born and raised on the farm, and most of my relatives are farmers. Second, I have faith in young people of your age, and third, the subject to be discussed has considerable importance. Let me speak very directly and as one who has had experience with young people.

"Now to the subject. 'Nebraska's Greatest Products.' Have you decided or named them in your own minds? How are we to select them, and which is first in importance? There are places in

the United States where coal and iron are said to be of greatest importance, the one a fuel and the other used in the manufacture of many useful articles. They are not valuable products in our state. We cannot give them first place. Most of you would select a farm crop. Just last night you crowned alfalfa 'Queen' and corn 'King'. There are other queen and king crops. In the south, cotton is king. There the lives of many people are devoted to the raising of that great plant. Even the sessions of school are regulated by it, the boys and girls attending in July and August, between the cultivation and picking seasons. When we remember how important the cotton plant really is, and that many useful articles are manufactured from its fibre and seed, we are willing to vote it king crop for the southern states, though second in importance in the United States.

"Another queen is wheat. Our state raises much of this grain. You know how it is grown and marketed and something of its various uses, but, is it Nebraska's greatest product? If not, what do you wish to name? I see that you are agreed and that the verdict is unanimous—in favor of corn (applause). Now, are you quite sure that your decision is right, and that it will stand? When we recall how much of this king of crops is raised in the United States and that Nebraska is one of the seven principal corn-growing states, we justly become proud of our production. Do you know how much corn was raised in Nebraska this year? Well, if we could place it all together it would make a very great pile. Then, if it were loaded into wagons, forty bushels each, and if it were possible to place the wagons and teams in a line extending eastward from the state farm, how long a line do you suppose it would make? Would it reach to the Mississippi, Cleveland, or to New York City? Then if it could be continued across the oceans and continents, how far do you suppose it would extend? Well, we could load enough wagons to thus span the world and have corn to spare. No wonder you vote corn king of grains (applause).

"Have you thought much of Nebraska's lands and crops? Some of us go about the state considerably. We see broad fields almost everywhere. The country is rich and big. It is at its best in the summer time when the small grains are being harvested. People living in eastern states do not know how fine our landscapes really are. Some of you live as far out as Holdrege, Ord, Broken Bow and Valentine. What sights greet your eyes as you make the trip to and from Lincoln? I would like to be able to describe the agricultural scenes of such a trip in the country where you live. Beyond description are those fields of corn, oats and wheat, and the farm homes! The land is unusually smooth, and only the curve of the earth hides the thousands of additional farms from view (applause). It is the country where corn is raised in abundance. You boys and your fathers prepare the seed beds, plant, cultivate, gather, and finally feed or ship the corn which we have christened 'King.' Your

principal purpose is to raise more and better corn. You increase the yield and quality by seed selection and by careful cultivation. You are learning how to select and grow corn which produces the largest possible amount of shelled corn per acre. The product of your earnest toil is used finally as food for the world.

"Just now you are all sure that we have correctly named Nebraska's greatest product, yet it may be in order for us to continue our observations and inquire a little further. Let us visit a typical farm, there to see the crops, barns, fences, farm animals, orchards and other things of interest. When there we soon realize that the farm is a many-sided or complex institution, and that all of its interests demand intelligent labor. Out in the barn is the father, and in the fields are his sons—busy at work. But, all of farm life is not out-of-doors. About the house may be found the mother, little children and perhaps one or more grown up daughters. There we find the real farm home—the place where mother presides! Do you realize how important a place the farm and farm home have in our state? No one has yet adequately described them as a type. They are not all alike in kind and organization.

"Have you heard the story of the rich farmer? Let me tell it briefly. This farmer belonged to a type which is only poorly represented in our state. He is said to have possessed fine barns, fields, horses, cattle and swine of which he was very proud. His place was widely known, for his cattle and swine had won premiums, and his horses, races at the fairs. So the farmer was much pleased with his lot, especially when visited by a reporter from a leading newspaper. The reporter met the rich farmer in a lane leading to the barn, and was immediately invited to luncheon. Upon entering the house, the guest saw a small boy shrink from the presence of the farmer, leaving the house. The mother and daughters appeared to be so many evidences of ceaseless toil. After lunch, the men made their way back to the stock barns, the farmer and owner directing the route. They visited a well-kept barn containing a fine herd of thorough-bred cattle, and then the fast horses. There, the rich man explained the horses' food, which consisted of the best hay and grain, and then, more in detail, the care and training necessary to produce really good horses, such as his. 'The stalls are cleansed often, even washed,' said he. 'Also each horse has a special trainer.' Everything about the barn showed the truth of the owner's statements, yet the guest did not fail to note that the farmer had said, many times, these are 'my barns,' 'my cattle' and 'my horses.'

"The next and last place to which they went was to the swine sheds. After passing and observing a number of fine animals, they came finally to the king of the lot. The rich farmer said, 'See that animal! Money could not buy him! He is the best of his kind, and my hog.' Just then the reporter, by changing his position a little, caught sight of a poorly clad and illy-treated boy, who, by

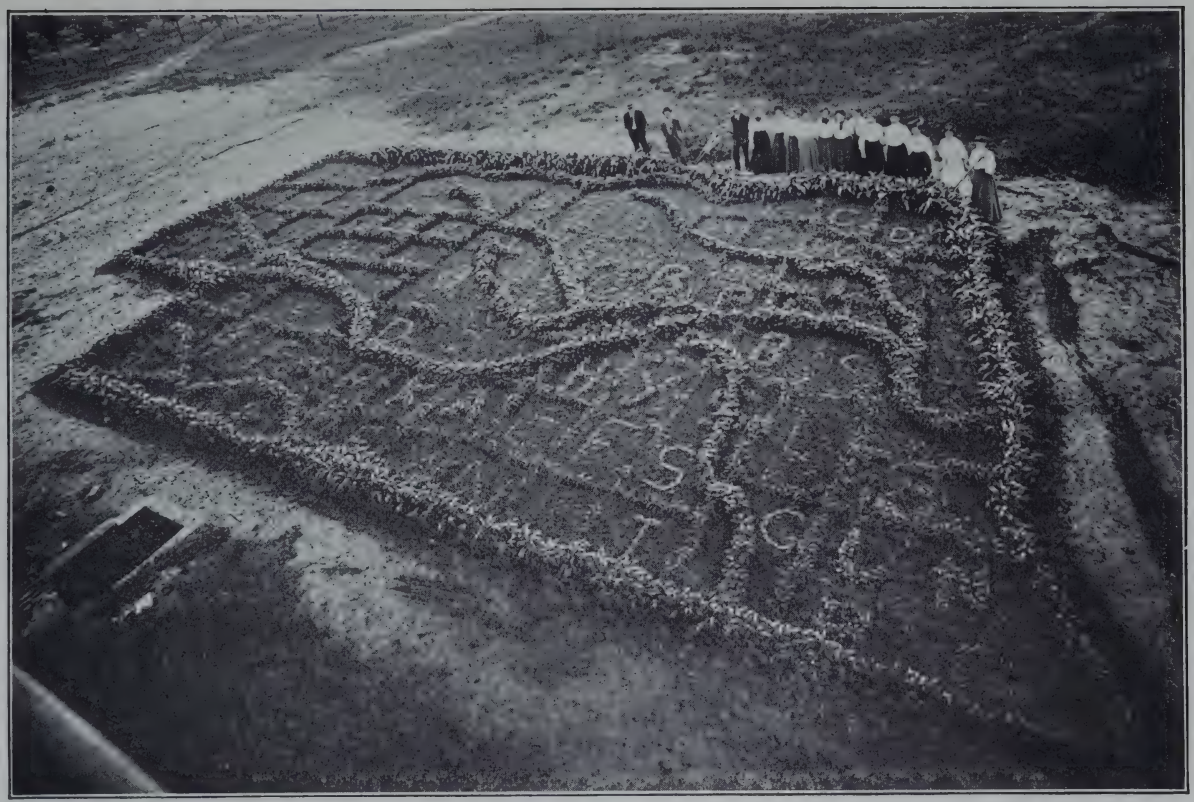
the presence of the men had been disturbed from his attempt at play in what had been used as bedding for the fine boar. Turning to the farmer the guest said: 'A-n-d, w-h-o-s-e boy is that?" The reply came hesitatingly, 'He's mine but he'll never amount to much.' And then the reporter said rather quickly 'No wonder, why don't you give him an equal chance with the hog?"

"'What shall it profit a man if he gain the whole world and lose his own soul?' May we not say also what shall it profit a man if he gain the whole world and lose his own son or daughter (applause).

"Nebraska's greatest products are her manly men and her womanly women (great applause)! Their value is above wheat, corn, swine and horses (applause). You boys and girls are Nebraska's greatest raw products, and it is the chief business of the home, school and church to see that you become manly men and womanly women (applause). All Nebraskans are not of equal worth to society and to the state. A few are a charge, yet most of them are priceless. When Germany loses a knave, she counts the loss a gain, but when a citizen of average intelligence emigrates the loss is estimated at $2,000. As we sit and stand in this room, are we of equal value in our homes and to our country? Perhaps not, but it is not for me to judge. The thought is this: How do boys and girls increase their worth? Are there standards by which they may be judged as we judge corn? Broadly stated, your worth depends upon three things: Body, mind and character, these three, but as one.

"Young people must have good food and plenty of exercise in order to develop strength of body. As a whole you appear to be healthy looking young animals (laughter), yet there are several youngsters here who should straighten up just a little if they wish good lungs and active bodies (they straighten). Then how about the hump-backs, rounded shoulders and curved spine (all erect)? They will not add to your value, boys, when you become men. Good form, health and proper carriage are desired in horses. Are they not even more important in men and women which you are to be?

"On the farm and everywhere, it is knowledge that saves and ignorance that wastes. Your value increases as you finish the various grades in school. Isn't it a great privilege to be able to attend school? Besides the information you gain from study, you also acquire power to think and power to do things. Your lessons are so many little tasks, more for discipline than for any other purpose. You all wish to complete a course beyond the country and high school. It is now possible for boys and girls of the farms to go through the university. Some of your brothers and sisters have completed such a course. Do you know that the very best thing for you to do in preparation for college is to read good books and



School Garden, Holdrege Junior Normal School, 1906.

Aurora High School.

Edgar Public School.

to study things and ways of the farm? There you have an opportunity to see and do right things.

"What character of man or woman do you propose to be? You have large room for choice in this selection. I see that each one here has a clean, healthy body, which is a good possession. And you know that a higher education is within the reach of most every one, but it is left to his or her own choice and effort. If you are to become proficient in any line, such training will be very necessary. Some people score high in body and mind, but too low in character to be classed as manly men and womanly women. This means that you should stand for right things and thus as you grow become manly and womanly. You cannot afford to be tardy, lazy, dishonest, careless and mean; for such traits soon show in one's life. A man's body is usually an expression of his character, and the character shows best in one's face. A few here may have been a little too cross and melancholy at times; others, giddy. Most of you are cheerful, energetic, and not afraid of work, and that is a good way to be. You young people should run, jump and have a good time. You are not all fully grown yet. You will have to eat much, play a great deal and work also to become men and women of full stature. One thing is sure, no one can afford to be mean and you know why. As sunshine and warmth are necessary for the growth of field crops, so are cheerful moods and right action necessary for the full development of boys and girls.

"During this convention you have heard talks by Chancellor Andrews, Professor Hamilton and others. Those grown up farmer boys have given of their experience, of their lives. They have caused you to think more of the farm than ever before. The lessons which you have learned on seed selection and cultivation may have value also in your own lives. In other words, the fathers and mothers to be, of our state, should be fit for selection. It is quite apparent that some boys present to-day have been looking often in the direction of certain healthy and good girls (applause and laughter). Also a few of the older girls may be wondering who those large and nice looking fellows are (applause by boys). We cannot blame you for this, at least, if the girls can cook as well as they say they can, and if the boys are manly fellows (applause).

"Young people, fathers and mothers, we have briefly reviewed some of the main products, that you might thereby see their relation to the state's greatest products. Corn is king crop. It is grown as food for man and beast, and has finally become an educative means in our schools, but you will now agree with me that it does not hold first place. The greatest resource of Nebraska is her quality of citizenship (applause). Some of her people are above price. Do not misunderstand me in this discussion. I do not demand that young people should work less on the farm. Their work should partake more of interest, intelligence and friendly co-

operation with parents. It should have a high purpose. The particular problems of each household should be worked out, but not to the detriment of boys and girls, for whom the home and school as institutions exist.

"Things are changing; this is a day of education and adaptation. The boys of our state must work and think also if they hold and further improve the fine lands which their fathers leave them. If there is anyone in the world who has a just title to anything, it is the farmer who has braved the storm and improved his land. You fathers and mothers covet the best for your children, too, and you know that you cannot alone give them strength of body, mind and character. Such powers are largely the fruits of right effort—the results of growth, especially in the home, and school. Then may we not understand that play, study and manual labor are imperative in the development of boys and girls of the farm?

"We are justly proud of the quality of Nebraska's citizenship; yet the spirit of the age is improvement. Let us have a high ideal in our state. As time goes on, may we not all expect even more concern for Nebraska's really great products—our kind—an educated citizenship of manly men and womanly women!" (Continued applause.)

BUSINESS MEETING.

The chairman announced the business before the convention to be the adoption of a constitution, election of officers and such other business as might come before the meeting. On account of the crowded condition of the hall, and from the fact that many visitors were present and that the different school districts and counties were represented by unequal numbers of delegates, the chairman suggested that for the further organization of the meeting, an adjourned meeting be held in which each school district in the state represented at the meeting be entitled to one delegate and that such delegates be empowered to adopt a constitution, carry out its immediate provisions, and transact such other business as might come before it. A motion was made to this effect and unanimously adopted. The chairman announced the meeting of delegates to be held in the north audience room immediately following the adjournment of the general session. Before adjournment, Superintendent McBrien announced the presence of Dr. Ludden and request was made that Mr. Ludden relate the story of "You're It." Mr. Ludden responded not only with "You're It," but with a general talk which greatly interested and pleased the audience.

"YOU'RE IT" AND " GET THERE."

Mr. Ludden: "I am not going to do like Professor Condra, go down there on the floor, because there is no space between you and me. I want you to see me. I am a little fellow, Dr. Condra said I was a big man. Now, I was down at Sedalia, Mo., recently at-

tending a meeting and on my way to the train took the street car and in that street car there was one man who weighed 400 pounds, more than two little fellows like myself. You can tell how much I weigh. He had a little bit of a boy beside him, twelve years old; like that boy that Dr. Condra told you of out yonder, where the hog was so big and the boy so small. While there seated beside his father in the car and the car filled nearly as full as this room, as we went along toward the station presently three ladies entered the car, and the father said, 'Willie, get up and give the lady a seat.' Willie got up and gave the lady a seat, then he looked down and said, 'Papa, if you would get up, then all three could sit down.' (Applause.) That is not McBrien's story of 'You're It.'

"I have several stories about 'It.' I stood on the street corner as these boys and girls were walking along 'O' street yesterday; an express driver came along and he said to Jack, 'Look at them! Corn raisers! Don't they think they are it?' (Laughter). I don't know whether that is the story McBrien wants or not. I want to say to you, as that man said to the driver on the other wagon as they passed each other and pointed to the boys and girls that have come into this corn contest, 'You're It.' And you are a mighty part of the 'It' of Nebraska just now. (Applause.)

"At one of the asylums not long ago one man had been severely beaten by a mildly insane patient in another ward of the same institution. When picked up he suddenly became insane and was carried by inmates into the toilet room, and before the guards reached there the hot water had been turned on him until that person had been cooked to death. This made people afraid to go by there, fearing that some of those mildly insane might become suddenly insane and take them and do likewise. A business man saw some patients out on the ward and he said, 'What if they should become suddenly insane?' Looking back, as he walked near the corner of the grounds, he saw one of them really running towards him with all speed, and he started to run, that he might reach the street car ahead of the man. Down the road they went just as fast as they could go, and the crazy man gaining on the business man in front of him until the business man from sheer exhaustion fell to the ground and was unable to arise; and he looked back and saw that crazy man coming. And he crowded on toward the prostrate man, who said, 'Well, I guess my time has come; I might as well say my prayers and be ready to die because he is going to beat my brains out.' And the crazy man rushed in upon the prostrate form and as he tripped over him he reached down and touched him and said, 'Tag, you're it.' (Applause.)

"So I say unto you boys and girls of Nebraska, just as you say on the school grounds, as you said yesterday and day before, and next week as you chase each other around the play grounds and say, 'Tag, you're it,' you are it in more ways than one in this wonderful great state of ours of Nebraska, great in its opportunities, wonderful in its priv-

ileges, glorious in the prospect that opens before you, and I am glad to see you here in this contest. I want to see you here to-day. I want to see you on the farm as long as you feel you ought to be, and when you have been there long enough and got enough, to retire.

"Then it is a splendid time to go down in the city and move along in the great work that stands before you. I love to be among those who come from the farm, the great every-day people. You know one of our great men said, 'God must love them, the common people, because He has made so many of them in this wonderful world of ours.' And those who come in from the farm and do work on the farm can hold their heads just a little bit higher because they have the approval of God. Agriculture is the oldest of all the vocations and the newest of all the sciences in this twentieth century. They are the great every-day people.

"I was out in Pueblo, Colo., two years ago spending some months there and one day towards spring in that great state of Colorado there came Ringling Bros.' circus. It was the first time in all the years the mountaineers had had the opportunity to come down from the camps, and I will never forget the scene. Hundreds and hundreds of those mountaineers left their mining homes. The winter snow had gone and it was the first time they were able to come down into Pueblo and see the city. The throng that went up and down those streets, those mountain people, great plain, every-day people—men there with their wives, boys with their sisters—with others' sisters—fellows who had their girls out for the first time in their lives—you could tell them every time—he had her by the hand for fear that Dr. Condra or some other fellow like him might take her away from him. (Applause.) And I saw one couple, especially the boy dressed in the cowboy's boots and pants tucked in them and the girl with a red dress and green hat—the two colors didn't harmonize—they went up and down that street over and over again, he holding her hand all the time. The soda fountains were doing splendid in that city that day, and on Fourth and Main street they had a great crowd of these people there. And the crowd watched. Finally I saw this couple going back and forth, and as they came up to the fountain, the fellow said, 'Feller, give us some of that water.' The soda man said, 'What flavor will you have? What flavor do you like?' The fellow said, 'What have you got?' 'Anything; just name the flavor you want, sir.' The good fellow looked at his girl and said, 'There ain't any flavor we like better than onion; give us some onion.' The soda water dealer said, I haven't any.' The fellow said, 'What have you got?' And then he went over a long list, and when he got through, the fellow said, 'Give us some strawberry.' He gave it to them, and when they had about half emptied their glasses the fellow said to his girl, 'That fellow is giving us only common Colorado water sweetened.'

"The great common people, every-day people, as they go out

in life touch elbow with you and me, boys and girls, men and women, like you gathered here to-day in this gathering this afternoon moving forward with tremendous speed of the twentieth century, and I hope that the speed that you move with will not be so swift that you will get away from the farm. That you will always find that on the farm there is an opportunity for the exercise of the greatest brain power that you possess in developing and bringing yourselves into a higher state of possibility.

"Going east in April this year, a gentleman across the seat from me in a Pullman car in the early morning handed me a little pamphlet paper published in Indiana and he said, 'I have read this and it is very peculiar, and I would like to have you just read that if you will.' And I read two or three pages—which had so greatly pleased him. This was the report of a man that England sent over to America to discover why America moved forward with such great strides. That man came to observe and to study, as Professor Hamilton told us last night. He came to observe customs and ways. He says in this report: 'I left my home and took my passage on a vessel, and as it sailed out of the harbor of my city, and I looked back to see how beautiful was our city, till it seemed that I never saw the city so beautiful in my life. And very prominent among all of the others I could see the tower of our great St. George, touched by the sunlight. I watched it, and I could see, so bright was the light, the pendulum as it swung back and forth. And every time that pendulum swung back and forth it seemed to say to me, 'take it easy, t-a-k-e i-t e-a-s-y; you must take it easy, old man,' and I said, 'that's me.' England is paying my expense in going to America, and 'take it easy, take it easy' I would, while they paid my bills.

"And no sooner was our vessel landed at New York and the gang plank put up, than I heard some one saying, 'Step lively, step lively, sir,' and we were rushed down that gang way and a fellow collared me and said, 'Hotel sir, hotel sir,' and I was soon hustled into a cab and whirled up through narrow streets between tall buildings to a mammoth hotel, ushered into the office where I registered and was assigned a room. Another fellow put me in an elevator and in a few seconds I was shot up to the seventeenth story before I knew what had happened and I was shown into a room lighted with electricity, and he had turned on the light and gone before I knew it, and could not think what kind of a 'tip' I should give him. Soon I heard a strange noise on the mantel; it was a little clock, and its pendulum swung back and forth rapidly, tic-tic-tic-tic, and it seemed it was simply saying to me 'Get there! get there! get there!'' And so young men and women from the farms of Nebraska, you are into the work here where we give you the possibility of acting like that little pendulum, 'Get there! get there!'" (Applause.)

The convention then adjourned; delegates to the adjourned business meeting going to the north library room, where the meeting was held.

ORGANIZATION MEETING.

Business meeting for the organization of the Nebraska Boys' Agricultural Association and the Nebraska Girls' Domestic Science Association.

LINCOLN, NEBR., DEC. 15, 1905.

Delegates chosen from each school district represented in the general meeting met in the library room, School of Agriculture. The meeting was called to order at 3:45 p. m.

Upon motion, Oscar R. Bowman was made temporary secretary. The constitution outlined in the preliminary announcement was unanimously adopted for both associations.

Upon motion, the associations proceeded to the election of officers.

The following officers were elected: Pres. Nebraska Boys' Agricultural association, Jas. Loomis, Valley county; Vice Pres., Lester Moore, Seward county; Sec'y, Hugh Garrett, Fillmore county; Treas., Patrick V. Hickey, Cuming county. Nebraska Girls' Domestic Science association—Pres., Margaret Whitley, Lancaster county; Vice Pres., Grace Aldrich, Valley county; Sec'y., Eva Bolton, Fillmore county; Treas., Hattie Thompson, Clay county.

The constitution for each association as adopted provides for the election of four officers as above indicated. The state superintendent of public instruction or some person appointed by him is manager of each of the state associations. Any Nebraska boy or girl of school age may become a member. Each state organization is to hold at least one general meeting annually.

The constitution provides for the organization in any county of the Boys' Experiment Club and the Girls' Domestic Science Club, with the county superintendent or some person appointed by him ex-officio manager. Provision was also made for school district organizations, known as School Improvement Clubs. In this, the teacher of the rural school, the principal or superintendent of city schools, are made managers, ex-officio.

General Session Friday Evening.

In anticipation of the corn banquet at 9 o'clock the regular 6 o'clock dinner was declared adjourned. The large lobby on the first floor of the Lincoln hotel, opening above the rotunda, was the gathering place of over 1,000 boys and girls, their teachers and friends, who waited for the first number of the rotunda program which was announced for 6:30 o'clock.

Supt. J. L. McBrien called the meeting to order and said: "Ladies and Gentlemen, Boys and Girls of the Nebraska Corn Growing and Corn Cooking Contest: The evening's entertainment and impromptu program is now about to begin with the magnificent organization, the University Military band, under the direction of Profess-

or Hagenow of the University of Nebraska." The Military band of fifty pieces gave several selections of music which were highly enjoyed by the audience, after which Mr. McBrien introduced the following Nebraska educators: Supt. A. Reed, Superior; Supt. E. L. Rouse, Plattsmouth; Supt. B. D. Hayward of Kearney; Pres. W. H. Clemmons of the Fremont Normal; Hon. W. G. Whitmore, Regent of the University of Nebraska; Supt. J. E. Delzell of Lexington; and Pres. A. O. Thomas of the Kearney State Normal, who responded with incidents of early Nebraska history and memories of boyhood days which lead to a favorable comparison of present conditions with those of pioneer days.

CORN BANQUET.

At the conclusion of the program in the rotunda, the lines were formed for entering the banquet halls. The large dining hall was turned into a banquet room that could not be excelled for such purposes. The regular tables and chairs were removed and long narrow tables and smaller chairs were arranged so as to accommodate as large a number of persons as possible. The regular banquet room, known as the ordinary, was also filled and the overflow of 150 people were accommodated in the lower dining hall.

Menu:

Corn Soup — Pop Corn Float
Corn Relish — Hot Corn Tamales
Hulled Corn With State Farm Cream
State Farm Corn Fed Beef, a la Challenger
Nebraska White Prize Hot Corn Bread With State Farm Student Butter
Aunt Chloe's Corn Pone — Granulated Hominy Grits
Croquettes en Surprise
Reid's Yellow Dent Johnny Cake With Milk
Baked Indian Corn Pudding — Cream of Corn Sauce
Moulded Corn Ice Cream
Corn Meal Wafers — Golden Corn Cake
Corn Coffee

After being served as above indicated, Dr. L. P. Ludden took charge as toastmaster.

Toastmaster Ludden: "One announcement to the boys and girls: The judges have been unable to complete their work yet. Professor Hamilton said this afternoon he would not want the job of judging in this contest. Well, they have got an awful big job out there, they are hard at work, and you will have to look at the daily press to know who wins the prizes. Now, we come to the part of the banquet program that I know you all are going to like.

"When it comes to Nebraska leading, why we lead in the great work, especially in all work of agriculture. To-night we have present

our governor, who knows about farming, not by farming the farmers, but by farming in Nebraska years and years ago, so many years ago that he would not like to have me tell. He will speak to us on the subject, 'Before King Corn Came to Nebraska.' I have the honor to present His Excellency, Governor John H. Mickey as the first speaker of the evening." (Applause.)

BEFORE KING CORN CAME TO NEBRASKA.

(By Gov. J. H. Mickey.)

"Mr. Toastmaster, Boys and Girls, Ladies and Gentlemen, Fellow Citizens of Nebraska: I am very glad to greet you here to-night. It has been an inspiration to my soul. I am glad to live to see the day to witness this sight here to-night. Any of us and all of us are proud of this opportunity. I heard President Roosevelt say when he visited the state, in his speech at Grand Island two years ago in April, he was talking about the hogs, cattle, corn and alfalfa and the great things we were having in Nebraska, and around in front of him was a bank of about an acre of school children, and as he looked down on the school children, he said, "I want to congratulate you also on your great crop of children both in quality and quantity.' I say that is all right, it is the boys and girls and the way we raise them that is the great hope of our future. * * *

"But I am here to talk about 'Before King Corn came to Nebraska.' I was here before he came here and that was thirty-seven years ago. I remember when I was a bit of a boy of reading what Horace Greeley said. I was born and lived down east from here, over along the Mississippi river. I remember he said, 'Young man, go west and grow up with the country,' so I followed his advice and came from the state of Iowa to Nebraska in a prairie schooner. I used to break prairie in Nebraska with oxen, thirty-five, thirty-six and thirty-seven years ago. I used to plant trees when they would not grow on the prairie because it was too dry. I used to plow the soil and help prepare it to raise the great things we enjoy here to-night. Do you know that King Corn is wedging his way into the civilization of the world? is helping to feed the world? Don't you know that the land that produces the corn is going to be the most valuable land in our country, and that we are in the corn belt? and that the corn belt always raises good boys? and if you have good boys you are always sure to have good girls in this country? Now sir, it is absolutely true that we are raising the best boys and girls in Nebraska of any state in the Union (great applause). I know what I am talking about because I have five boys myself and four girls. (Applause.)

"I said to the president: "How many children have you?" He said, 'I have six and I wish I had a dozen.' I replied, 'Mr. President, you will have to take a back seat, for I have got nine,' and I am proud of it.' I tell you the thing to do is to put the right kind of faith

into the boy and girl and let them know that they are a part of this great world, and that they are needed to help move this great world. I am so glad to see them getting ready. Don't be afraid of work. The boy and girl who toils will be the man and woman fifty years from now to help run the world. How we need to cultivate the disposition to toil! This is a remarkable time, and an age when great things are being done, and the world is looking to the corn belt country for food. Agriculture is bound to be a great business, still greater in the future than it is now. It is a great thing to change the great American desert into a great corn field, and these boys who are growing up in front of me here will help to do it. I have five boys, and I know how old the youngest and the oldest is, but I get mixed up about the ages of the middle ones. (Laughter.)

"It is a great thing to be able to select intelligently the seed that you plant in the ground. I want you to bear in mind that the time has come when it takes as much brain power to care for the stock, to feed and protect and look after it and be the producers of this great country of ours as it does in any profession in life. (Applause.) We are just waking up to the fact that Nebraska is equal to any of the other states in the Union. The time was when they used to think the boy didn't need to know much about farming. That time has gone by. Some of my boys know more about farming in one hour than I do in twenty-four hours, because they have studied it. And it is very important to know how to raise the corn and how to raise the steer that he will pull down the scales at from 1,800 to 2,200 pounds instead of 800 pounds or 1,000 at a given age. This great corn country of ours is going to be one of the greatest states in the years to come. I am sure that these boys are on the right track. God bless you and lead you into a life of usefulness." (Applause.)

Toastmaster: "We have a man here to-night, whose legs are long enough to reach from his body to the floor, and not an inch longer, no matter what he thinks when he gets up to address you. I have great pleasure in introducing to you President A. O. Thomas, of the Kearney State Normal School. He is going to talk to you on "The Things That Were and the Things That Are."

THE THINGS THAT WERE AND THE THINGS THAT ARE.

(President A. O. Thomas.)

"Boys and Girls of the Nebraska Corn Growing Association, and Fellow Citizens: I think Doctor Ludden has the matter turned around, and refers to Abraham Lincoln. I like to feel that I am somewhat elevated in the world, and am glad to know that my legs are long enough to reach from the ground up to my body rather than in the other direction.

"I feel considerably 'corn-fed' to-night. (Laughter.) When I look around over this audience, it seems to me that it is a most remarkable audience. Whenever I see a company of boys and girls like this, I am always reminded of my own boyhood days, because as one of our own thoughtful writers once said, 'I was a little boy and girl once myself.' It is said of Bryant, our first great American poet, that he never had a boyhood, or if he had, he had no recollection of it. I wish to say to these boys and girls here to-night that I had a boyhood, and the recollections of that boyhood were indelibly stamped upon my memory by mother's slipper. (Laughter.)

"I am to speak to you to-night for three minutes on the subject of "The Things That Were and the Things That Are.' In doing so I will necessarily have to compare something of the generation that is now upon the stage of action, managing and conducting the affairs with the generation immediately preceding. I will go back to the boys and girls of a generation ago. The boys were somewhat different then, from the boys of the present time, and I think, probably, the girls were, too.

Before Roosevelt discovered the 'strenuous life' I learned to appreciate when my father gave me a touch of the 'strenuous hickory.' The boys and girls of the present time enjoy some of the things we did not, school life in particular. They have their football, baseball and basketball their social games, and all of those things which add so much to zest in their studies and which were for the edification and uplifting of the boys and girls in school life.

(Here Mr. Thomas reviewed the changes brought to school and home life by modern conditions.) * * *

"Those were delightful days, but modern invention has changed things and destroyed much of what we considered good. Modern invention has separated people. Instead of making them sympathetic, it has made them cold and distant. People used to die a natural death. Science had not discovered the germs of bacteria and appendicitis at that time. We had to die a natural death. Things have changed wonderfully, and the generation that is coming upon the scene to-day, these boys and girls represented here to-night, will have to fight out the battles that we have begun. You are richer by far than any other generation that ever lived upon the face of the earth. All that man has ever known and written in books for ten generations preceding ours, is not sufficient to measure up with the advancement made in this generation that has preceded you. You have inherited it all. You are the richest people the world has ever seen. While we have begun the fight, you will finish it." (Applause.)

Toastmaster: "I was out in Denver a little while ago. There was a convention there at that time of the artists of the world. One of these gentlemen said: "Will, do you remember that great painting of mine of Abraham Lincoln? I painted that picture so natural that my wife had to send it down to the barber to have it shaved.' 'Why,

that's nothing, George, I painted a picture of Mount Pelee so life-like that my wife put it in our fireplace and it kept us warm all winter.' The other fellow said, 'That's nothing. I painted a picture so true to nature of an iceberg floating on the ocean that my wife put it in the refrigerator and used it all summer for ice.' At this a farmer standing by, became interested in the subject, and was asked if he painted? 'No,' he said, 'I don't paint, but I got a gal at home that draws pictures. She drew a picture of our old speckled hen so life-like that I could almost see her feathers flutter; and one day I happened to drap it into the waste basket and there she laid.' (Applause.) We have a word painter here with us this evening, Superintendent W. L. Stephens of the Lincoln city schools, and he will speak to us on the subject, "The Trained Hand."

THE TRAINED HAND.

(Supt. W. L. Stephens.)

"Mr. Toastmaster, Ladies and Gentlemen and Boys and Girls: I have been seriously perplexed since I came to the banquet table to-night as to why our honorable toastmaster is present to-night when I recall the fact that the play, "The Devil's Auction" is in town. (Laughter.)

" 'The Trained Hand;' I think this must refer to the time when Governor Mickey worked on a farm and his crops were surprisingly large. When asked how it came about that he always had corn when no one else had it he said, 'Why, that's easy. You see, I first plant a row of potatoes, then a row of onions and then a row of corn, and so on. The onions get into the eyes of the potatoes and they weep and irrigate the corn, and so I always have a good crop of corn. (Applause.)

" 'The Trained Hand,' I think possibly this refers to the time when President Crabtree and President Thomas were on a farm and a peculiar accident happened to them that I must tell you about. It is a secret, and you must not give it away. They were out traveling across the field and one of these infuriated beasts bore down on them, —you understand what I mean, boys—to show them the closest and nearest way out of the pasture. This beast came nearer and nearer and our friend Thomas took to a tree. Crabtree didn't have the time, so he ran on a few feet farther and seeing a hole, down he went, and the beast charged over him. The beast looked around; he spied Crabtree out of the hole, and then made another charge for him, and down Crabtree went again back into the hole. Up came Crabtree and back came the beast. Thomas up in the tree cried out to Crabtree: "For heavens' sake, stay down in that hole or that beast will get you, and keep me here all summer.' 'Down in that hole!' said Crabtree. 'You Hoosier, you, there's a bear down in that hole.' (Laughter and applause.)

"As the Greek soldiery sailed away for the field of battle, the

last thing they saw was the statue of Minerva on the Acropolis with spear and shield raised high, seeming to bear them message to come back with their shield. And the first thing that the storm-tossed mariners saw on their homeward return when they rounded the promontory was the same statue seeming to bid them welcome home again. This statue was the wonderful creation of a master mind, executed by a trained hand. Standing before the picture of the Sistine Madonna you admire the symmetry of the central figure. You marvel that such a figure should stand there among the clouds. If these lines had been drawn by the hand of a draughtsman this would seem to be unreasonable, but being drawn by the trained hand there is poise and balance.

"This picture leads you to look upwards, to higher thoughts and nobler deeds. The central figures seem to stand in space surrounded by a boundless universe; and the eyes of the Madonna look not at you but through you to your manifest destiny—a master production of a master mind, executed by the trained hand.

"Together the master mind and the trained hand have been working out the destiny of the race and will still continue to do so. We need the trained hand as much, if not more so than at any time in the past.

"How are we endeavoring to preserve the trained hand? By introducing into our schools manual training and domestic science. Are you represented in this contest? It is necessary that the hand be trained, because mental acts are of value when they are worked out through the trained hand into deeds and actions. In the introduction of the manual training and domestic science, we are bringing closer to the boys and girls, intellectual qualities that I believe can be secured in no other way.

"Do you remember in that examination when you didn't know how to spell a word and spelled it one way in the beginning of your paper and then a different way in the other part of the paper, hoping that the teacher would give you the benefit of the doubt? I know just how you did it. That is putting a premium on dishonesty; but when you make a thing with your hands, you cannot be dishonest. It stands as the representation of your work to be judged by all who see it. There is no chance for dishonesty. I hope in this work you will get a deeper respect for labor. It is a sad lamentation that so many boys go out from our schools apparently unmindful of the place the laboring man holds in the social fabric. They seem to forget that the man who digs post holes well and in a cheerful spirit, is as well worthy of honor and respect as the lawyer, doctor, preacher or the teacher. (Applause.)

"I trust that the girls through their cooking will come in closer touch with labor and honor it. There is more misery, girls, coming into the world through bad biscuit, than through bad grammar; and I trust you are helping to work out the salvation of the race along

this line. In the city here we are troubled with the servant girl problem. Our own girls do not appreciate labor. Take two girls of intellectual training—one goes into the store and measures out calico prints, and the other goes into the kitchen to work. We find the former maintains her position in society and the latter falls to the lower stratum. This is all wrong. It takes more brains to run a kitchen than it does to measure calico and dress goods over the dry goods counter. In domestic science, girls, do you realize that it takes brains to cook? We are going, in a measure, to leave the question of the servant girl to the manual training and domestic science department. I trust you will become in harmony with your environments. What is all this life to be unless it is full of sympathy for our fellow man. I hope this feeling will spread, until, in a measure, we are able to realize what the poet has summed up in the little couplet representing the time of universal peace and harmony when the drum-beat shall be heard no longer, and when the battle flag shall be unfurled in the parliament of man in the federation of the world." (Applause.)

The Toastmaster: "I knew it was going to happen when Professor Stephens said that 'You must excuse me from the banquet until about 9 or 10 o'clock.' How did he know anything about the 'Devil's Auction' being in town? (Laughter.) I knew it was going to happen. I tried four times to stop a waiter with the water bottle for Professor Hamilton and Governor Mickey, but he had to go on down that way; he could not stop. I have traveled all over Nebraska and this is the first time I have ever seen a Nebraska windmill trying to run by water. (Laughter.)

"The other day an Irishman, an Englishman and a Scotchman, all together talking about their country, each praising, of course, his own. The Englishman said 'Indeed, we have a fine country around about us, and if I was not an Englishman I would be a Scotchman. And now what would you be?" And the Scotchman replied 'If I was not a Scotchman I would surely try to be an Englishman.' nd then they turned to Pat and said, 'Now, Pat, if you were not yourself, what would you be?' And Pat said 'If I was not myself, I would be ashamed of myself." (Laughter.)

"Col. Will Maupin, author of that beautiful song 'Nebraska', will speak to us to-night on 'What I Know About Farming'. I am glad he is not going to speak about what he don't know. I have the pleasure of introducing to you Col. Will M. Maupin."

"WHAT I DON'T KNOW ABOUT FARMING."

(Will M. Maupin.)

"My Dear Young Friends and Fellow Farmers: I imagine that most of you while looking over the list of speakers and seeing my name opposite this subject, 'What I Know About Farming,' asked 'Who is he?' That reminds me of the young colored girl who was employed as a domestic in the home of a friend of mine. She was called to the telephone one day and a heavy male voice inquired:

" 'Is dis Miss Mandy Johnsing?"

" 'Yas, dis is Miss Johnsing.'

" 'Well, Miss Johnsing I done called you to de telephone to inquire if you would marry me?'

" 'Marry you?' replied Miss Johnsing. 'Marry you? Ob course I'll marry you. What made you all think I wouldn't marry you? Of course I'll marry you. Who is dis talking, please?"

"There are many reasons why this peculiar subject was given to me, but the chief reason is that the gentleman responsible for this glorious occasion wanted to make sure that all the speeches would be brief. They knew that if they asked me to tell what I do not know about farming I would talk all night. I am honest in admitting that I know absolutely nothing about farming. I will also admit that I know as much about it as some gentlemen whom I have heard talking learnedly about what they knew of agricultural pursuits. (Laughter.) To hear some men talk you would think that anybody could run a farm profitably.

"I know, however, that it requires a lot of hard work to be a successful farmer. I know that farming contains a great deal of poetry—in the minds of men who never farmed. I know that it is no longer a makeshift for a precarious livelihood, but it is to-day a profession—a science, if you please. And I know a lot of men who never tried it who are quite sure they could make a howling success of it. Men who are too lazy to cultivate a two-by-four garden in their back yards declare it to be their ambition to become farmers, and they talk about it being the ideal life. The other man's job always looks easier than your own. I have managed to restrain my natural inclinations to till the farm soil and have confined my agricultural efforts to the cultivation of a garden about as big as a horse blanket.

"I can never be president of these United States. Not that I was born on foreign soil—unless you call Missouri a foreign country. But I was not born in a log cabin on a farm and I did not get my early schooling by the light of a pine knot. I was born in town in a brick house, and I went to a school that was heated by steam. I can never be president of the United States, and I'm not worrying a bit. There is another reason why I cannot be president—I am a democrat. (Laughter and applause.)

"I have never farmed. I have never held the handles of a plow. I never rode a cultivator. I never milked a cow. I never bound a sheaf of wheat. I never shucked an ear of corn except in roasting ear time, and then in my own garden. Even then I usually hurried down town early in the morning in the hopes that my wife would have the roasting ears gathered and cooked before I got home at noon.

"But I love to visit upon the farm. Especially about spring chicken time, or when the grapes are purpling on the vine, or the yellow pumpkins are ready to be shucked—or, is it threshed?—and made into pies. I love the farmer boys—and girls. (Applause.)

"Mr. Bryan has defined a farmer as being a man who makes his money on a farm and spends it in town, and an agriculturist as being a man who makes his money in town, and spends it on the farm. Mr. Bryan is an agriculturist. I'm not. I haven't succeeded in making money enough in town to admit of my spending any on a farm. (Applause.)

"But, my dear young friends, if I were a farmer my ambition would be to be a good farmer, and the sum total of my agricultural happiness would be to own a Nebraska farm. Your grandfathers who tilled the sterile and rockbound hills of New England never dreamed that there could be such fertile soil, such bracing air, such sunlit skies, as we have here in Nebraska.

We meet to-day with glad acclaim
To herald forth thy wondrous name
  To thee our homage deep to pay.
    Upon our flag thy star shines bright,
  A gleam of hope, a shaft of light;
God's blessings rest on thee to-day—
    Nebraska!

Thy land with richest favors blest;
Queen mother of the mighty west—
  To thee all eyes are turned and see
    Schoolhouses set beside thy rills,
  Tall church spires set upon thy hills,
  Where peace, content and freedom be—
    Nebraska.

An empire wrought by willing hands
From wasted stretch of desert lands.
  You offer wealth to those who toil.
    To those who till thy fertile fields
    Your richest meed of treasure yields;
  The smile of God is on thy soil—
    Nebraska.

We come to-day with joyful hearts,
From farm and field, from shop and mart,
To shout for thee in ecstacy.
And standing forth in love to-day
We humbly bow our heads and pray
Continued smiles of God on thee—
Nebraska!

(Applause.)

"Talk about sunny Italy, and the vine-clad hills of France; of the blue skies that are reflected in the waters of the Bay of Naples, and the balmy breezes that blow across the Isles of Spice! Why, bless your souls, they are not in it for a minute with the sunlight, the skies and the balmy breezes that kiss and bless our own loved state. I'd rather be an humble doorkeeper in the commonwealth of Nebraska than to be a czar of all the Russias. It would be safer and a lot more pleasant. (Applause.)

"The Nebraska farmer who owns a goodly patch of Nebraska soil and sells it with the intention of seeking a better location in another state, ought to submit himself to a surgical operation and have his head bored for the simples. (Laughter.) If I were a Nebraska farmer I would strive to give my boys and girls the benefits of the training and experience offered to you by our magnificent State University and our State Agricultural School, especially the latter. The State Agricultural School is doing more for the farmer boys and girls of Nebraska—yea, for all Nebraska—than all the politicians, lawyers, lightningrod agents and book agents that could be crowded into a township. (Applause.)

"Farming is no longer a haphazard method of gaining a precarious livelihood. It has evolved into a profession—a learned science. And the farmer of to-day is the real aristocrat of our democratic society. O, I assure you if I could muster up enough energy to be a farmer I would be a good one. I ought to make a good farmer. I haven't made good at anything else, and they say that every man is good for something. (Laughter.) Once a farmer was undecided what he would make of his son. So he locked the boy up in a room with a Bible, a silver dollar and an apple. He said to himself, 'If I find him reading the Bible, I'll make a preacher of him. If I find him eating the apple, I'll make a farmer of him. And if I find him playing with the dollar, I'll make a banker of him.' In a little while the fond father opened the door and found the boy sitting on the Bible eating the apple, with the dollar in his pocket. So the father said he would make a politician of the boy. (Laughter and applause.)

"Farmers are growing liberal. Here in town our employers only give us eight hours in which to do a day's work. The farmer is not so driving in his demands. He sets a day's work for the hired man or the son, and then gives him sixteen hours in which to do it. That's another case of sixteen to one—sixteen hours for

one day's work. I can remember the time when the farmer boy came to town and bashfully kept to the side streets because he felt that his old clothes weren't good enough. Now, he comes to town, walks squarely in the middle of the sidewalk on the main streets and holds his head as high as God Almighty intended him to hold it. And the farmer girl—God bless her—she comes to town and her healthy complexion and her graceful carriage are the envy of her sallow and sickly sisters of the city.

"I know nothing of farming by personal experience, but I know from observation that the farms of America have produced the strongest and best types of American manhood and womanhood. I know that the American farm is the central rallying ground for those who seek to bring about those great reforms that must be wrought if this republic is to achieve the high destiny which the Almighty intends for it. And I know that the young men and the young women I see before me to-night, are the coming best citizens of the best government that ever the sun shone upon.

"I'm glad I live in Nebraska. I'm glad that you live in Nebraska. I am assured of Nebraska's glorious future when I look into your faces and note the interest you are taking in the life work that lies stretched out. The interest you have taken in this magnificent enterprise—this corn contest—is a guarantee of Nebraska's greater development as the years go by. The appetites that you have here displayed assures me that the coming generation is showing no present signs of dyspepsia. In all that is good Nebraska affords the best. Why, the three best and brightest and prettiest children in all the world were born on Nebraska soil. If you don't believe it, just call at my home, 1216 G street, and see them for yourselves. The door is never locked.

"Now, I cheerfully admit that I haven't told you very much about farming, but I've told you all I know. I leave it to you if that isn't better than some of the others who have told you more than they know. Josh Billings once said that it is better not to know so much than to know so much that ain't so.' " (Applause.)

Toastmaster: "The other day, our man Pat got run over by an automobile. A physician was called in to examine Pat. After looking him over very carefully, he said, 'Madam, your husband is very much dead.' Pat whispered out, 'No, I'm not dead.' His wife said, 'Hush Pat, that is what we pay this man for, to tell what's the matter with ye. He knows better than ye.' The next speaker I shall introduce to you is President Crabtree of the Peru Normal school, and he knows, and he will speak to you upon the subject, "Where the Boys Go.' "

THE FARMER BOY GETS THERE.

(President J. W. Crabtree.)

"I am just as anxious now to have it known that I was reared on the farm as I was anxious several years ago to leave the farm and go to town.

"When I husked corn, fifty bushels was a good day's work. About the time that farmers began to expect 55 or 60 bushels as a day's work, is when I began teaching school. It is perfectly natural that I should continue in school work since it is a common practice now, as I understand, to husk 75 or 80 bushels a day.

"I am sure I would appreciate the boys of the farm even if I had never been on the farm myself, having had them in my school.

"Permit me to tell you about one farmer boy who came to my school. The first day he came into the high school room his feet got into his way and tripped him in front of the school. Owing to the amusement occasioned by this incident I considered it necessary to detain him awhile after school. But when he finally started home I saw I had not detained him long enough for some of the boys had waited for him a block or so away. Just as soon as he came to where they were, one, a loud-mouthed fellow rushed toward him showing fight. He walked backwards a little ways, then turned and ran distancing the town boy in the race. An instance showing that the farmer boy gets there. (Applause.)

"But after running about a block he stopped, evidently thinking he had run far enough. Here is where the town boy made a mistake. He rushed up as if to strike, meeting with a blow that sent him to his knees. On rising he thought he really would strike a blow this time, but this time he got a blow between the eyes that left its color for several weeks. This time on rising he took his turn leading the chase. Sometimes a town boy can get there at a lively rate. (Applause.)

"The country boy was a hero after that. He was not the best in school, but he was above the average, and graduated from the school with credit. The town boy did not finish his course, not even the first year.

"I saw the town boy the other day working on the streets here in Lincoln. He was leaning on his spade handle, working exceedingly hard on a cigarette. The farmer boy is now a leading educator of the state, a successful county superintendent in eastern Nebraska.

"A few years ago the university sent me out to deliver a few addresses at farmers' institutes. Having been reared on the farm and being an educator I ought to be able to give farmers many advanced ideas as to methods of farming. At least that was the view I took of it. I had hardly begun my engagements until I made the discovery that advancement in farming had actually been going on and going so rapidly that I was not keeping in sight of it.

"It is surprising to learn the number of business and professional men who have been reared on the farm. Practically all of them.

"At a recent meeting of the School Master's Club the chairman requested each member who had been reared on the farm to raise his hand. Of the thirty-five present only one failed to raise his hand. The membership of this club is composed of college presidents, professors and leading principals and superintendents of the state.

"This is only one of many instances showing that when the farmer boy equips himself with an education he is likely to become a leader in a profession or in business.

"I am glad to see improved conditions on the farm and glad to see a greater number of the boys remain on the farm. I am glad that the town-going craze—as a craze—is dying out.

"Even if the town boy were made of better moral fibre I should say it is for the public good and many times to the advantage of the individual himself for the farmer boy to come to town.

"Is it not true that every one advises you to remain on the farm? I am not going to do that. I used to wonder when a boy, and as a matter of fact, I still wonder whether there is any more reason for fastening a boy to the farm for life than there is in forcing any other boy to follow the same line of work that his father happens to be doing. The farm is a mighty good place. It is one of the best places in the world. But some boys may find their talent and their desires centering in some other line, and country boys are just as much entitled to a choice of occupations or professions as are the boys reared in the city.

"We need and doubtless shall continue to need for all time, farmer boys for leaders in the professions, honest farmer boys to serve as presidents and cashiers of our banks and as managers in all important lines of business, farmer boys to preside over our universities and colleges and we need them to supervise our systems of public schools. In short the country boy, because of his honesty, his high sense of honor and his wonderful strength of character is in demand for the chief places in every important line, and both for your own good and for the best interests of society, I urge you to equip yourself with an education and to respond worthily to the call that comes to you whether it be to remain on the farm or to take a responsible place in a profession or in business.

"Here's health and good will to the farmer boys who are present and who are sure to get there." (Applause.)

The Toastmaster: "The next speaker does know something about farming. I have the pleasure of introducing Col. A. L. Bixby, the poet laureate of Nebraska."

HEARING THE CORN GROW.

(A. L. Bixby.)

"Mr. Toastmaster, Boys and Girls, Ladies and Gentlemen: This is a cruel infliction upon me as well as upon you, but worse upon you. I do not believe much in after dinner talking, but believe when you say anything, not to say much to amount to anything; I shall say a few words, and probably will not allude to the subject.

"Whether your life be that of a farmer, mechanic, writer, school teacher or preacher, it does not matter—the main thing in life is to keep your mind right at all times.

"I ran across a fellow the other day, a gambler who thought the world was all wrong, who made me think of a true story. A fellow had been drinking all the afternoon and had got in that condition that he was absolutely lost to all the world. He was sitting in a chair in the saloon with hat pulled over his eyes. The other boys in the saloon rubbed some limburger cheese all over his moustache. Finally the fellow kind of roused up out of his stupor and says 'Bar-keeper, is not this terrible?' He didn't know what it was. Then he fell into another slumber and then roused up again and says 'Bar-keeper, is not this terrible?' Bar-keeper paid no attention. Finally the man saw the door and made a bee-line for it out of the room. He rushed out into the night and came back again with tears streaming down his face. He said, 'Bar-keeper, is not this terrible? Bar-keeper said, 'What is terrible?' and he replied 'The whole world smells bad.' (Laughter.)

"My first day in Nebraska was the first conception I ever had of what it meant to be in a corn belt state. I came from Minnesota, where they don't raise corn. The first night I stopped in Nebraska was out in a lonesome part of the country with a couple of homesteaders. I asked them if they were not lonesome way out there away from anybody. And one said 'Lonesome?' No. In the daytime we have plenty of work, and in the night-time we sit and listen to the corn grow.' I will close my remarks this evening by reading you the poem, 'Hearing the Corn Grow.'

"You may talk of the balm laden breezes of Spain,
Of the Mediterranean's foam,
Of the verdure that grows on the banks of the Seine,
Of the grandeur and glory of Rome;
Of the beauty adorning the Alps beyond
Where Napoleon's army once bled,
Of the happiness felt after crossing the "pond"
In the land of illustrious dead.
But Nebraska has greater attractions for me
And my spirit is filled with delight,
When her breezes sound soft as the moan of the sea
And you hear the corn grow in the night.

O, her hilltops are fair and her valleys are green,
Where the grasses are kissed by the dew
And her daughters the fairest that ever were seen,
And her skies an ethereal blue.
There are fields of alfalfa and pastures galore
And a harvest to reap in the fall;
There are cribs in the cities with plenty in store
To respond to the hunger of all.
There's promise of plenty for toilers who toil,
Without ever a prospect of blight,
For the sweet rains of heaven have watered the soil
And you hear the corn grow in the night.

There's a land far away 'mid the stars, we are told,
Where they know not the sorrows of time;
Where pure rivers wander through valleys of gold
And where life is a treasure sublime.
But I don't want to leave such a landscape as this,
For its equal I never might find
In search for a realm of perpetual bliss
That is pictured in somebody's mind.
In Nebraska I'll stay, till Gabriel's blast
Bids my broken-down spirit take flight,
And this plea is the plea I shall make to the last—
Let me hear the corn grow in the night."

Toastmaster Ludden: "The only thing to be left out on this program tonight is the subject, 'Our Boys,' by Miss Lyda McMahon, who is not present. There is one man in this audience to-night who is extremely modest and most sensitive. The next speaker has been so sensitive that he would not let his name be printed on the program. I have assigned him the subject of 'Our Girls.' It will be responded to by Supt. J. L. McBrien."

THE GREATEST OF ALL QUESTIONS.

(Superintendent J. L. McBrien.)

"Mr. Toastmaster, Boys and Girls of Nebraska, Ladies and Gentlemen: The greatest question that comes to any boy or girl, upon arriving at the age of understanding and responsibility, is: 'What Can I Do?' 'What Can I Be?' 'Where is My Place in Life?' Let our young people counsel with their fathers and mothers, their teachers and their friends, and study carefully themselves to know, if they can, for what nature intended them. Then let them select their work, plan for it, live for it, work for it.

"Let me tell you of a Nebraska boy and a Nebraska girl who

lived on earth and mingled with human beings. This boy studied in the Tecumseh high school, then entered the University of Nebraska, giving special attention to the humanities. At the end of two years' study in the university, he took up electrical engineering. His genius, integrity, and industry won for him the approval of his professors and he was made an assistant in the electrical engineering school. Soon after graduation he was called to Pittsburg by the Westinghouse Company. A little later he was called to Boston by the same company and in 1893 had charge of the electrical exhibit for the Westinghouse Company at the World's Fair, Chicago; a little later he was called to South America to superintend the establishment of the Westinghouse interests there, on a salary of $7,500 per year. He returned to Nebraska to wed as his life companion a Nebraska girl—a Lincoln girl. Soon he was called to London by the English-American Syndicate to battle with the intellectual giants of Europe, at a salary of $10,000 per year. He was Nebraska born, reared in our Nebraska public schools and a graduate of the University of Nebraska. I think we ought to join in the university yell in honor of that Nebraska boy—James McCrosky —who has climbed to the top round of the ladder of success. (Here the yell was given, led by Mr. Irving S. Cutter. Dr. Condra led in the university yell a second time).

"Now, just a word about a Nebraska girl. I remember when I visited the country school where she attended, three miles south of Tecumseh, out there on the little old hill among the scrub oaks, where stood the schoolhouse. One evening we went out there for the eighth grade graduating exercises. She was one of the three girls who finished the eighth grade course in that school. She hesitated about taking part in the exercises because her parents were poor and could not afford to buy a costly graduation dress, but she took part on the program and earned the common school diploma; then she studied a while in the Tecumseh schools, took the examination, receiving a third grade certificate, taught a country school or two, attended the Normal school, was hired in the grades at Tecumseh, attended Normal school again, then was hired in the grades at Hastings; attended school again during her summer vacations. Later she was engaged in the Lincoln public schools, teaching in one of the outer districts here where the Russian children attend. During the past three summers she has conducted the model school in the Alliance, Holdrege, and McCook Junior Normal schools. About two years ago she was promoted to the McKinley school, Lincoln, as one of the primary teachers and during the past year her schoolroom has probably been visited by a greater number of teachers seeking observation of model school work than any other schoolroom in Nebraska. She is one of the ablest primary instructors in county institutes in the central west. President Crabtree, of the State Normal School at Peru, visited her school early this fall and tendered her a position in the faculty of the model school at Peru.

She is now in the Teacher's College of Columbia University, New York City, making further preparation for the work of her high profession. I have reference to Nellie May Schlee, who by her integrity and industry and rare common sense has placed herself among the great teachers of our country.

"Therefore, boys and girls of Nebraska, I appeal to you to make a careful study of your talents in order that you may make the most and best of yourselves, in whatever field of human endeavor you may decide to work. Probably the chiefest of the causes of failure among men and women is a mistaken calling. Dean Swift emphasized this so well when he said:

"Brutes find out where their talents lie;
A bear will not attempt to fly;
A foundered horse will oft debate
Before he tries a five-barred gate.

A dog by instinct turns aside;
Who sees the ditch too deep and wide;
But man we find the only creature
Who led by folly combats nature;
Who when she loudly cries forbear
With obstinacy fixes there;
And where his genius least inclines,
Absurdly bends his whole designs."

"I may address some who have poverty's pinches to cope with. You may be poor. What of that? The greatest men and women of all time were once the children of poverty. So join me in the inspiring song of old Robert Burns, himself a son of toil:

"Though losses and crosses
Be lessons right severe,
There's wit there, you'll get there;
You'll find no itherwhere."

"And again, when he shouts:

"Never you mind the crowd, lad;
Nor fancy life won't tell,
The work's a work for a' that
To him that doth it well.
Fancy the world a hill, lad;
Look where the millions stop;
You'll find the crowd at the base, lad,
There's plenty of room at the top."

"Boys and girls of Nebraska, find out where your place in life is. If you are going to be a twentieth century farmer, come down to the Agricultural College and fit yourself for it. If you are going to be a lawyer, or a doctor, a minister, an editor, a teacher, prepare for it at college, university, or normal school, when you have taken advantage of the public schools in your own community.

"Whatever you are going to do in life, know yourself. If you want to be successful, you must pay the price, which is integrity and industry. These are the best possessions that can come to any young man or any young woman. Integrity and industry build happy homes. Capital waits upon you. Every avenue of success is open to them. Citizenship is not good without them. They are better than genius, for Edison says the price to be paid for success is 2 per cent genius and 98 per cent hard work. Pay the price and success is yours." (Applause.)

Toastmaster Ludden: "It was Ruskin who built and had a beautiful home at Grant Hill, and any who has been a guest at that home knows that in the early morning hours you will find Ruskin going along the corridors in your guest chamber, rapping at the door and when you answer from within, he simply says, 'Are you looking out?" while he goes on his way. Dull indeed would be the guest who would not throw back the blind and lift the curtain at such an invitation and look out upon the glorious morning of Greenwood.

"To-night we have with us as an honored guest on this occasion, Professor Hamilton, of the Agricultural Department at Washington, who is here to-night to look out and tell us how Nebraska seems unto him. I have the privilege of introducing Professor John Hamilton."

AS NEBRASKA SEEMS TO ME.

(John Hamilton.)

"Mr. Toastmaster, Ladies and Gentlemen: During the last two days as I have mingled among you, and have listened to your orators sounding the praises of your state, I have about concluded that there should be incorporated upon your coat of arms the motto that was suggested by an Irish sexton to a church committee that had just completed the building of an inclosure around the cemetery, and had erected over the entrance a rather pretentious arch. The committee thought that to make the work complete some appropriate inscription ought to be placed upon this arch indicative of the character of the place. One of the lady members of the committee suggested, 'Welcome.' A moment's reflection, however,

was all that was needed to cause this to be rejected. One suggestion after another was offered, none of which was satisfactory. At last the Irish sexton, who had seen the embarrassment of the committee suggested the words: 'We are here to stay.'

"From all that I can learn of the magnificent resources of your state, its progressive people, and of its great institutions and industries, I am of the opinion that Nebraska people could very appropriately have inscribed upon their state coat of arms, 'We are here to stay.' I am convinced that Nebraska is a good state in which to live and work and gratify that other inborn desire of every true American, political renown.

"To an Eastern man you seem to be in the far West, and yet as compared with years ago you are no longer remote. Governor Curtin, the war governor of Pennsylvania, once in a speech before a company that met to celebrate the completion of a small railroad in his native county related an incident that occurred in his boyhood days, illustrating the progress of the country since that time. The story was that of a citizen of that county, living in the Bald Eagle valley who had sold his home, and had concluded to go west. When the time came that the family were ready to start a large number of his neighbors and friends came from the surrounding region to bid them good bye. They were all very much affected. Women were wiping their eyes, and the men were more than usually sober and subdued. They felt that they would never see their friends again. Just as they were to start one of the neighbors inquired where they were going. One of the women of the family in the midst of her sobs and tears managed to say, 'Why, way out to Steubenville.' In those days the Ohio river was west.

"The geography that I studied as a boy had over the history of each state a vignette containing a picture illustrative of the character of that particular state. For instance, if the state was Georgia there would be a picture of some negroes picking cotton. If Maine, a picture of a lumbering camp and a yoke of oxen hauling logs, and so with other states. My recollection of Nebraska is that it was designated by a picture of a naked Indian on horseback with a bow and arrow chasing a buffalo.

"That was the condition out here not many years ago, and now to come out and see all of this wonderful region settled by a most intelligent and progressive people, equipped with all of the appliances that go to make up a great civilization, is certainly most surprising. There has not been in any other age that history records anything that equals the development of this land that less than a century ago was inhabited by savage tribes, and stocked with herds of buffalo, that roamed over this great expanse at will.

"What has wrought this great marvel? It has been your men. You have had the most enterprising and progressive people that the country has had to occupy your lands, to man your industries, and to develop these resources. Your citizenship has been selected

from the best that the eastern states have produced. All of this that we have seen here in the past two days is the result. The fine faces of the children who have come up from your farms; the intelligence and progress that appears on every side; your interest in your university; your interest in your experiment station all show that Nebraska people are a superior people; that they are interested in all that is high and noble, and that makes for progress in the world.

"Every speech made by Nebraska men since this meeting began has been of high order, advising your young people to aim high in life, to live for noble ends. There has not been a single thing done or said that has not tended toward the elevation of men and women and children, that has not directed them to higher planes of life.

"It has been a great satisfaction to me to be in an atmosphere so pervaded by righteous sentiment and civic spirit as that which has surrounded us during this most wonderful meeting.

"But Mr. Toastmaster, I am expected to speak on the subject, 'As Nebraska Seems to Me.' Three things about Nebraska have impressed me more than any other that I have seen. One occurred two years ago when I came out here upon the invitation of the director of your experiment station, Professor Burnett, to meet with, and address the Agricultural Students' association of your state. I supposed that I was to meet a dozen or at most twenty of your young people connected with the agricultural department of your university in the college parlor, or in some small recitation room for a brief conference upon agricultural study, and the life which it represents. It was dark when I was taken out to the state farm, as you call it here, and ushered into the stock judging pavilion that had just been erected, and which was opened for use that night for the first. Imagine my surprise when I entered to see the building filled with 400 of Nebraska's college men,—200 connected with the agricultural department of your university and 200 coming down from the farms of your state, graduates who had gone from this institution home to their farms and were back now to attend that meeting. I was never more astonished in my life. I had never seen such a gathering of young men interested in agriculture in any other state, and I have visited most of the agricultural colleges and experimental stations of this country. The little speech that I had prepared for the club I had expected to meet was simply nowhere.

"The feature that impressed me was this: That Nebraska is giving higher education to her young men that they may not go off into some of the so-called learned professions outside of agriculture, but that they may go back to the land and go to work to develop that great fundamental industry upon which all others rest —agriculture.

"That meeting was a demonstration of the fact that such an education can be given, and is given in Nebraska. That is the kind

of higher education needed in every state of this union. Most of the education called higher leads men away from agriculture. Nebraska has shown that the young men that they educate can and do go back to the farms and not only gain a livelihood in this calling, but have as comfortable and hospitable homes as exist anywhere in the world.

"Another of the things to which I have referred that impressed me was a scene that I witnessed at the St. Louis Exposition. While there I was invited by the gentleman in charge of the Nebraska exhibit to go over and see what Nebraska could produce. He took me into a beautiful and commodious room fitted up after the fashion of a theater, and after seeing me in a comfortable chair started a machine called a kinetoscope, and then rolled off Nebraska with all of her great plains covered with her wonderful crops of corn and alfalfa and all of the other agricultural products that grow so luxuriantly upon your soil. There I saw Nebraska in all of her glory, the agriculture of one of the greatest states in the union, and I was impressed with this fact that for fertility of soil and magnificence of production there was no state in the union that surpassed her. That was number two.

"The other thing that has impressed me has been this great meeting just closing. By the way, Mr. Toastmaster, it is now near midnight and these young people ought to be in bed. We have been extending this banquet until some here have come to think, no doubt, with the soldier who went with Sherman in his march to the sea. During that march they had to go through a great many streams, and when they got down toward the Atlantic coast they frequently had flat stretches of cypress woods covered with water from one's shoetop to waist deep. One day when they had been marching a good while, each with his accoutrements held above his head to keep the ammunition from getting wet, and there was no sight of either shore one soldier called to a comrade, 'I say, Bill, 'pears to me that old Pop Sherman has struck this here river endways.' Some of you, no doubt, have been thinking that we have struck this banquet endways, but I assure you that the shore is now in sight.

"You ask me what I think of Nebraska. If my impressions of your state had been limited to the observations of the last two days, I would say that Nebraska is made up principally of the most magnificent children, such as cannot be surpassed anywhere in America, and that is saying a good deal, for America has the finest body of youth in the world.

"This meeting signifies much to me in the development of your agriculture, partly from what we see here as an accomplished fact, and partly from what we do not see as yet, but which nevertheless will be realized in the years to come.

"That your future is assured I confidently believe. I believe it because you have begun your agricultural improvement where

every state must finally begin it, if what we desire is ever to be realized. You are beginning it in your public schools. This meeting is prophetic of future progress because it has been brought together by your superintendent of public instruction. You have come to this, that your department of public instruction is about to take the children who are scattered all over your great plains in hand and educate them in agriculture at their homes. This great department is taking hold of the farm life which you represent, and is going to lift it out of the drudgery and loneliness that has attended it in the past into the most delightful occupation that exists. From what I have been able to gather, you have all of the machinery in this department necessary to unlock the wealth of your lands to use by all future generations, and all that is needed is simply to put it in motion. All that is needed is to set it at work and keep it at work, doing that for which it has been so carefully and admirably designed. If this is done, you will very soon have agricultural education in every public school in Nebraska, and your college and university will be overflowing with young men and women who are anxious to secure an education which will fit them for the pursuit of this great industry.

"In many states they are talking about corn, about cattle, about alfalfa, about wheat. Most of our time, and much of our money has been expended in improving these products. Nebraska has departed from the beaten track. She has taken hold of her boys and girls and has undertaken to so educate them that they shall not only produce corn and wheat and alfalfa in perfection, but at the same time insure to the commonwealth the perpetuity of country life, and the best citizenship of any state in the union." (Applause.)

PURPOSE OF AGRICULTURAL AND INDUSTRIAL ORGANIZATIONS.

In all this work, whether it be agriculture, domestic science or manual training, the aim is to induce the boy or girl to try to do something, to by individual effort acquire the skill, gain the knowledge and feel the inspiration that comes from earnestly directed effort toward some definite end. The result is already being felt in the increased number of boys and girls who are looking forward toward better preparation in lines of industrial activity which appeal to them and in the impetus given to a general desire for a better and fuller knowledge and skill in connection with the environment of the home.

The object of the state organizations:—"The Nebraska Boys' Agricultural association," and "The Nebraska Girls' Domestic Science association," is set forth in the constitution adopted at the first meeting Dec. 15, 1905:

"Object: To organize the school boys and school girls of the state for definite work along lines which will bring the home and the school into closer relation; to prepare young people for the fullest enjoyment of their environment; to dignify, by a better knowledge of its conditions and possibilities, the farm life of the twentieth century; to educate the youth of country, town and city to a knowledge of their dependence upon nature's resources, and to the value of the fullest self development of hand, head and heart; to stimulate activity that will give industrial training its due emphasis in our educational system; to give to the state the services of her ambitious boys and girls in study and experiment in fields that will bring a better and a greater development of the resources of our commonwealth."

The plan of the work of these associations as outlined in the beginning, contemplated a state organization that would exist principally for the purpose of encouraging the work in county and school district organizations. The following quotations from the state constitution of both agricultural and domestic science associations, further express the plan in mind.

"The state organization, while anticipating good results from the work of the individual state membership and the state meetings, expects the greater good from its office as an encouragement and assistance to county organizations."

"The county organization, reaching directly into every school district, from its local position can organize more factors and can secure a greater personal interest in its work; it occupies a field more potent, and with more possible results than does the distant and more restricted state organization."

The state constitution also expresses the relation of the school district organization to the state and county organization, as follows:

"In such measure as the state organization exists largely for the encouragement and assistance it may be to the county organization, so is the relation of the county organization to the school district organization. The county organization reaches to every school district in the county, the school district organization reaches to every home in the district. Local conditions should regulate the scope and nature of work in each district."

The plan for the work of the state associations contemplated an annual yearly meeting and program, but on account of the great amount of work and the expense of conducting a state contest, it was expected that only the one state contest would be held. The one state contest being considered sufficient to give necessary impetus to the county work. However, in the business meeting at the state meeting, 1905, when it was announced that plans the next year included holding a state meeting with a program but omitting the contest feature, the members unanimously demanded a second state contest. Arrangements were accordingly perfected for holding the 1906 Corn Contest and Convention. The continued activity of the organization of the county and the school district clubs has justified the existence of

the state organization as a factor in unifying and encouraging the work in the county and school district.

1906 Corn Contest and Convention.

The plans of the state organizations are expressed by the introductory letter of the state manager in the official publication of the two state organizations, which was this year sent out to the state and county members:

Our organizations had their beginning in the spring of 1905, with a membership of five hundred Nebraska boys who entered the corn growing contest. At the first state meeting, December 14-16, 1905, we added "corn cooking" and initiated an equal number of girls. This year our work includes corn, wheat, potato and sugar-beet growing; corn cooking, and other branches of cooking; hand sewing, and manual training, with work in county clubs in other lines of Agriculture, Domestic Science, and Manual Training.

Since our organizations had their beginning in the production and use of corn, and since corn is Nebraska's greatest and favorite crop, at the meeting of the executive committees held at York, July 27 and 28, when the question of the title of our 1906 "guide book" was presented, it was unanimously agreed that it should be named "The Nebraska Corn Book."

In this booklet we have given liberal space to the discussion of corn, and have treated briefly other subjects of interest to our members. We hope that brief mention here will lead to investigation and study, and to profitable experimental work on the part of our membership.

The object of our organization is to provide suggestion and direction rather than instruction. The boy who carefully cultivates and studies the growth of a patch of corn, sugar beets, potatoes, wheat, or other plants, will gain a new interest and a better appreciation of the value of careful thought applied in the study and the adaptation of seed selection, soil fertility, and the intelligent culture of plants. Further, he will become interested in the best methods of marketing, and of the use of these plants as food for man and animal. This will direct him to study, to discussion, and to investigation, leading to a knowledge of systematic feeding and caring for live stock, to a study of animal adaptation and needs, and to a careful consideration of the financial problems involved. This is education.

The girl who learns by actual experience to successfully cultivate one flower, one vegetable, or any plant in which she becomes interested; who learns to bake a loaf of bread, to prepare an edible dish for the table, to can a jar of fruit, to make an apron for the use of herself or a member of the family, to neatly darn or patch a garment;—if she seeks to know and to perform these simple yet important duties the best way; if she combines with her work,

cheerfulness, careful thought and intelligent study; she will ere long become expert in home duties, and will become such a student of nature, of the home and of the foundation of social life, that she will be led to a proper growth and development, into the student, the business woman, the home-maker, and the home-keeper,—the highest of all womanly callings.

"Earth's noblest thing,—
A woman perfected."—Lowell.

"To reason firm,
The temperate will,
Endurance, foresight, strength and skill
A perfect woman, nobly planned,
To warn, to comfort, and command."—Wordsworth.
"A woman should be good for everything at home."—Euripides.

We expect each of our members to learn to do something worth doing,—"something the world wants done," to learn to do it well; to acquire skill with the hands, to combine brain and muscle; to answer so far as possible his own questions, by experiment and by study; each thus to become his own teacher, and to lead himself into an education that will bring the fullest development of the triunity,—the hand,, the head, the heart.

Under the head of "Domestic Science" direction as follows is given to the members of the Domestic Science association:

"The purpose of the organization of the Nebraska Girls' Domestic Science association is to help the individual to become healthier, happier, and to do her part toward contributing to the making of a happy home; to help every girl to become a greater power for good in the intellectual and moral life of the community in which she lives.

House keeping is one of the essentials of home making. To be a good home maker should be the ambition of every girl.

Nor need we power or splendour,
Wide hall or lordly dome;
The good, the true, the tender,
These form the wealth of home.—Hale.

The girl who learns the value of wholesome food, and how to prepare it; who appreciates the results of the application of the skilled hand in the making and care of wearing apparel; whose taste has been cultivated to the love of beauty in home adornment; whose heart has been touched and whose mind has been broadened by observation of the laws of nature in the culture of flowers and other plant life; whose mind has been cultivated, whose tastes and talents have been developed; she who has had this training, is prepared to undertake the responsibilities of home making.

Our aim is toward individual development: Each girl is to become her own teacher in acquiring the skill and in appropriating the genuine enjoyment of successful effort. While we offer a few suggestions, we urge our members to original thought and action in experiment in cooking, needle-work, and the various branches of domestic science and art.

To those who have almost reached womanhood's sphere and find themselves unskilled in domestic art and science, yet who appreciate the value of this attainment, also what it means to continue through life thus unskilled and unfamiliar with the many little duties that contribute toward making the home of happiness and contentment, we quote Shakespeare:

"An unlessoned girl
Unskilled, unpracticed,
Happy in this, she is not yet so old
But she may learn."

And as a kindly warning to those who are deceiving themselves with the supposition that personal beauty or ethical culture alone will always satisfy, we repeat the words of Cobbert:

"Women, so amiable in themselves, are never so amiable as when they are useful ;and as for beauty, though men may fall in love with girls at play, there is nothing to make them stand to their love like seeing them work."

Many a girl who has been educated through the high school, through the college, and the university, returns to her home, welcome, it is true, and appreciated for her accomplishments, yet, because she must fail, from lack of earlier training, to contribute her share in some of the simplest duties of the home, she is nevertheless a disappointment to the loved ones there. Not always,—but seldom,—is this disappointment expressed, or even its source fully realized, yet it is there. Certain it is that the possession of the skilled hand in domestic science and art, in addition to scholastic training, is a very much desired and much appreciated talent."

"The object of our state contest is to stimulate girls to try. Our schools of Domestic Science have demonstrated the fallacy of the expression "cooks are born not made." Almost without exception girls in domestic science classes in our schools and girls at home, if they follow carefully and explicitly the directions given, are successful in their work. Many times the fault is in the recipe. Recipes are too often written for practiced cooks who know how to "fill in" the omission of detail. When in doubt as to procedure ask some one who knows, or carefully decide on what seems a reasonable method of procedure, then experiment until you know.

The recipes given herein have been thoroughly tested. You may have better or may secure better recipes. After trying these

recipes as given you may alter them and get results that may please you.

Do not let failures discourage you. Note carefully what you do, the results,— and then try again. A few disappointments, burns, and failures test your true mettle and develop a degree of patience, perseverance, and control of self necessary to character building. **You cannot fail if you proceed intelligently,—and persevere. Success is worth more than it costs."**

The 1906 state meeting is to be four days in length. It includes, in addition to the regular contest features, evening lectures, and entertainments, in general day sessions, and section meetings for instruction in special line of agriculture and domestic science. Mr. Alfred Montgomery, of Illinois, "The Farmer Painter," is to be present during the entire meeting. The National Department of Agriculture will send Mr. Dick J. Crosby, the government specialist in agricultural education. The Peru State Normal Male Quartet, the University of Nebraska Military Band and the University of Nebraska Mandolin and Glee Club are engaged for the meeting. Members of the faculty of the University of Nebraska School of Agriculture and other prominent educators will address the general sessions and instruct in the section meetings.

The University of Nebraska

Extracts from the Eighteenth Biennial Report of the Board of Regents to the Governor. Laid before the Legislature at its Thirtieth Session, 1907

THE UNIVERSITY OF NEBRASKA

LINCOLN

OFFICE OF THE BOARD OF REGENTS.

To the Governor, Hon. John H. Mickey:

Sir: In accordance with the law, I have the honor to present herewith the eighteenth biennial report of the Board of Regents of the University of Nebraska, covering the biennium ending November 30, 1906. In the report is included a general survey of the progress of the university, the estimates by the regents of its needs for the coming biennium, and reports of various officers, together with the financial statement of the secretary. Respectfully submitted,

CARL J. ERNST,

January 1, 1907. President of the Board of Regents.

GENERAL BIENNIAL REVIEW.

On the campus we have erected the administration hall, the physics laboratory, and the power house, remodeled the chemical laboratory, and built a small animal kennel. We have also furnished new equipment, not yet complete, for all the above. Permanent sidewalks and drives have been laid. For better lighting and power we have put in a 150 H. P. boiler and a 100 H. P. engine and generator; also a high duty pump for boiler feed. The old electric lighting plant has been turned over to the electrical laboratory for educational purposes. All new lighting, power and telephone lines have been placed in tunnels. A new lighting system for Grant memorial hall has been installed, and enclosed arc lights have been purchased for lighting the campus.

Work on the museum building progressed very slowly during September and October, 1906, owing to a scarcity of skilled labor, also of material in construction like brick, fire-proofing and steel. This however, was all complete by October 15. One story was rough plastered, most of the concreting done, and the slaters about to commence. The windows had all been fitted and glazed, and the interior finish had been ready for installation two months. The tunnels for heat mains had been completed, the steam pipes, plumbing and electrical conduits all set.

The work remaining unfinished at the date named was:

Cement floor in basement, a portion of the plastering, the slating, and the placement of interior finish, including floors.

It was not till December 1st that this building was ready for occupancy.

Work on the woman's building at the farm has progressed fairly well. All the heavy foundation walls are up, and the first floor joists set, also the stone water table. All cut stone for the building is ready for setting. The lumber required is on the grounds, and about 300,000 common brick. Some delay has been occasioned in the supply of facing brick. These are made, and some of them in transit. No further trouble in procuring material is apprehended.

Our student registration for the year 1904-5 was 2728, and for the year 1905-6, 2914. The figure this year is likely to reach or exceed 3200.

The students' health has been extremely good, cases of severe illness surprisingly rare. This fortune is in large measure due, no doubt, to our excellent system of physical exercise, military and gymnastic.

The conduct of our students has been, in the main, highly satisfactory. Diligence, work, and correct behavior form the rule, and instances of the contrary are so rare as hardly to deserve mention.

The residence of men and women students in the same lodging houses, as distinguished from families, is not approved and not as

a rule, permitted. A landlady rooming women students is expected to provide for their use till half after ten on Friday, Saturday and Sunday evenings, or on two of these evenings, a reception room properly warmed and lighted. Women students in these houses are expected to receive gentlemen callers only on the evenings named and only in the reception room.

For several years frequent and severe criticisms have been made upon the doings of certain fraternities and sororities connected with the university. The better and probably blameless chapters are often censured with the rest. Some carry these strictures so far as to denounce the entire system of Greek letter organizations, which may be said to be at present, so far as public opinion in our state is concerned, on the defensive. The most prominent complaints are early "rushing" and initiation, needless expenses, idling, dissipation, attaching disproportionate importance to the social element in education as compared with faithful study, and worst of all an undemocratic spirit of clique and exclusiveness.

The regents have considered this situation, and brought it to the attention of the organizations concerned. The fraternities have already responded in a proper spirit by creating an Inter-Fraternity Council for the rectification of abuses and the promotion of healthy fraternity life.

The council is empowered not only to discuss fraternity affairs, but to correct, to discipline and, in extreme cases, to impose penalties.

The fraternities through the above described council have unanimously adopted the following rules governing pledging and initiating:

"No fraternity shall pledge or initiate any new or prospective student until after the mid-semester reports are received in the registrar's office (on the Saturday preceding Thanksgiving day), and not even then shall any new student be pledged or initiated whose name appears on the delinquency list."

Rules governing "rushing" have also been enacted.

Rule 1.—No new student shall be invited to or entertained at any social function whatsoever, except as mentioned below, given within or without the fraternity house, by any fraternity. Nor shall a new student be invited to or entertained at any social function given in behalf of any fraternity by an individual or other organization. The single exception to this rule shall be that new students may be invited to "smokers" given at fraternity houses on Friday or Saturday evenings. It being understood that the refreshments on these occasions shall be of a simple and inexpensive kind.

Rule 2.—No new student shall be furnished or given a meal by any member of a fraternity, either within or without the chapter house.

Rule 3.—No new student shall remain in any chapter house later than 6 p. m. on Mondays, Tuesdays, Wednesdays, and Thursdays, nor later than 12 p. m. on the other three days of the week.

Rule 4.—It shall be agreed and understood that each fraternity wishes to stand on its own merits with the new students, and will request all sororities and other friends outside the fraternities not to discuss in any way with the new students the subject of fraternities and their respective merits.

Rule 5.—No new student shall be met at the train by any fraternity man (with the single exception of one brother meeting another brother) nor shall the baggage of a new student be sent to or kept at any fraternity house until after he shall have been pledged.

Rule 6.—These rules shall be binding upon all fraternity men, alumni as well as active.

The Inter-Sorority Council was organized May 12, 1906. It has at various meetings thoroughly considered the subjects of rushing, entertaining and studentship, and adopted a few rules for the betterment of conditions among sororities. The council feels that a good beginning has been made and the way opened for fuller improvements.

The regents deem it fitting to inform patrons of the university that membership in fraternities or sororities is in no sense necessary for any students, the entire benefit and advantage of a university course being obtainable without it.

The open literary societies, the Palladian and the Union, are still, as heretofore, invaluable organizations, offering wholesome social and mental opportunities to all students. Though no organic part of the university, they have always been cherished by it and given valuable quarters in its halls rent-free. This policy will continue. Their influence is not in the direction of dissipation, extravagant living or frivolous conduct. They foster the virtues of attention to business, loyalty to the university, high character, respect for parents and teachers, living within one's means, paying one's debts, and the avoidance of conduct that would discredit students themselves or pain their friends.

Members of these societies strongly cherish the ties binding them to their alma mater. Several thousand people have belonged to them, among these some of the most influential and deserving men and women ever connected with the university. They have stood for the best interests of the institution, responded loyally to her call, and helped in maintaining elevated standards of conduct and scolarship among her students. The university esteems this sort of influence as beyond price. Students may master the entire curriculum, but if they graduate with wrong social ideas or with habits such as some student organizations are calculated to form, they have missed the high calling which the university holds before them.

The evils connected with athletic sports, more especially with the playing of football, have occasioned no little solicitude. It would seem undesirable to inhibit this game so long as students delight in it and it has the approval of a large number of considerate university men, unless its harmful tendencies increase or at any rate fail to sub-

side. It is hoped that they will subside. The new football rules promise to lessen a certain class of them, those of a physical nature, while the university senate has undertaken more resolutely than ever before to repress malfeasances of management. Play the game, but make and keep it clean, is the program, cleanness being made to cover financial administration as well as behavior on the gridiron.

At its meeting on September 21, 1906, the senate, adopting the report of a strong select committee raised to consider the subject, unanimously enacted the following:

1.—The work of the athletic board is to be administered in a pronouncedly academic spirit, moral, elevating to scholarship and to character, and as free as possible from all semblance of professionalism.

2.—In prescribing rules upon eligibility and play said board is given liberty, but is required to make the rules it adopts perfectly unambiguous and to enforce them rigorously, without regard either to laxity at other institutions or to the effect upon our record of victories.

In construing the foregoing provision, the term professionalism shall be understood to refer to the conduct of athletics in the university only, and not to prevent the adoption of any rule which shall be deemed expedient whereby bona fide students who have played summer baseball may take part in athletic sports.

3.—Said board's finances are to be administered with the care insisted upon by the best business establishments. It is to control expenditures beforehand as well as audit accounts afterward; hold responsible all coaches, managers, and other agents, scrutinize all alleged debits, and prevent all extravagance, peculation and fraud.

4.—The board, through its finance committee or otherwise, shall each year during the month of December publish a printed report of the board's financial transactions for the year ending that December, all items to be exhibited in the minute detail appearing in the regents' biennial report to the Governor.

5.—Any member or members of said board may appeal to the senate against board acts or policies believed by him or them to traverse the above program or to be objectionable otherwise; provided, however, that notice of intention so to appeal shall in each case be given in a meeting of the board.

6.—Said board may upon deliberation request the senate to modify the above ordinances in detail, but should it conclude that any sport by it directed cannot be carried on in accordance with said ordinances, it is hereby ordered that such sport so reported upon be then forthwith discontinued.

Since our last report, commenting on the possibly too great latitude in the election of studies by students in the college of literature,

science and the arts, the senate has given this subject much thought, resulting in the adoption of the regulated election system set forth in the current calendar. Said system is in substance as follows:

Rhetoric is absolutely required of all candidates, also military drill for men and physical training for women.

Each student is required to take in some one department at least 24 hours of work, but no student is permitted to take more than 40 hours in any one department. Preferably at the beginning of the second year, and in no event later than the beginning of the third year, the student must name to the registrar the department in which he intends to discharge this major requirement. The student's work in this his major subject is under the control of the head of the department.

A careful committee consisting of five faculty members advises students in regard to their required electives.

The required electives fall under the following eight heads, of which at least seven must be completed by each student not later than the end of his third year:

(1)	The Mother Tongue	6 hours
(2)	The classics (Greek or Latin)	10 hours
(3)	Mod. language (French or Ger.)	10 hours
(4)	History	6 hours
(5)	Philosophy and economics	6 hours
(6)	Exact science (astronomy, math.)	10 hours
(7)	Physical science (chem. or physics)	6 hours
(8)	Biology	6 hours

These required electives, with the eight hours of absolute requirements named above, make 58 or 62 hours. The remaining 63 or 67 hours necessary to the total of 125 hours required for the bachelor's degree are open to free election.

The plan, more briefly, contemplates:

A	Absolute requirements	8 hours
B	Required electives	50 or 54 hours
C	Free electives	67 or 63 hours
	Total	125 hours

We are inclined to think that the above arrangement may prove a nearly ideal medium between chaotic election on the one hand and an iron curriculum on the other.

The work of the faculties has continued to be, as a whole, not only satisfactory, but highly gratifying. Some details of this are exhibited in the deans' reports appended hereto. The report of the associate dean of the industrial college, deals largely with agriculture and the two experiment stations.

Nearly all the instruction given in the university has been zealous. learned, vivacious and in accordance with modern and approved methods. A commendable amount of original investigation has been carried on.

The faculty contains men whose standing in their specialties warrants the university in relieving them as much as possible of drudgery and routine. To one of our professors specimens are sent for determination from all parts of the world. He is at this moment reading the proofs of a report covering his studies to be printed in the "Biologia Centrali Americana" now publishing in London. Another professor is repeatedly called by the United States Fish Commission to investigate problems touching the food and propagation of fishes. Another, successfully investigating the fossils characteristic of this region, has added greatly to the sum of knowledge in regard to ancient life. Still another's investigations into recondite historical matters have brought honor to him and to the university. These are scholars whom the oldest universities would be proud to place in their faculties, where they would be given amplest facilities for study, investigation and publication. It should be possible for us to make similar provision. No man who has attained such distinction in his field should be allowed to give his time, which is of inestimable value to the world, to anything but his proper work.

The growth of the university, the increase in its teaching staff, and the shifting of departments between buildings and quarters, tho inevitable and in the main not harmful, have produced one unfortunate result, the almost complete disuse of the faculty meeting save for recommending degrees. Opportunities for the exchange of views on matters of importance to the university are infrequent. While the administrative advance is straightforward and positive, the educational development is intermittent and unsymmetrical. The faculty lacks coherence. To many a professor, his own department looms larger than the university itself. The best corrective for this would be contact of each man with men in other departments. A faculty man must be encouraged to give thought to university problems and interests.

A revival of the faculty meeting as a regular occurrence might help conduce to this. Replacing of the senate by a "university faculty" has also been suggested, meetings to occur fortnightly or monthly, of a length permitting a fair exchange of views yet not encouraging trivial discussion. Such a university faculty should include all people of professorial rank. Junior professors need the experience to be gained by such meetings, while every faculty needs the aid of its younger members to save it from conservatism and help bear the burdens too often carried solely by deans and heads of departments.

Many new courses of instruction have recently been added, also a good deal of apparatus. Considerable of this was manufactured by students under the direction of instructors, a great saving, as supplies of such a nature are very costly.

We are of the opinion that our teaching force is at this moment more efficient than ever before, in spite of the unfortunate fact that we are still losing good men to other institutions able and willing to pay larger salaries. The permission of this drainage is not creditable to our State, and we anxiously appeal for the resources that shall enable us to stop it.

Lincoln is a healthy and beautiful city, rich in social culture, churches, and schools, all which make it an inviting home for professorial families. Nebraska boasts a population, a history and a climate which disincline people once acquainted with the state ever to leave it. The university itself has a proud record, a goodly and glowing **esprit du corps** and a fame secure and rising not only in this country but abroad. We insist upon the utmost liberty of thought and utterance for every professor. Nothing but insufficient money prevents our retaining permanently our teachers against bids from without. Such a source of power along with our other advantages would render the university of Nebraska one of the very foremost teaching bodies in the United States. In view of these considerations, and of the continuing rise in the cost of living we earnestly call upon the State for such a salary fund as shall enable us to establish a somewhat higher maximum limit of salaries in all important professorial positions.

The college of medicine, notwithstanding its cramped laboratories and lecture halls, and the competition of schools with shorter courses and less thoro examinations, makes steady progress. Some of its graduates already enjoy large practice. Its methods thruout are up-to-date and punctiliously severe. Other centers of medical education insist upon higher beginning requirements but we cannot learn that, allowing for this admittedly considerable advantage, any institutions excel ours in the work we attempt. Larger faculties are to be found but none abler, better trained, more consecrated or more efficient.

As intending physicians need no longer leave our state to secure ample and rich preparation for their life calling, so intending lawyers need not. Our college of law has soundly established its three year course, all parts of which are taught with vigor and success. Its methods are the best and are skilfully applied, with the happy result that able and diligent students not only soon after graduation become good practicing lawyers but competent judicial thinkers, suitable for legislators and for political leadership. An accomplished professor of public law has been added to the faculty, whose courses of instruction, resuming the subjects formerly discussed by Professor Cook, will not only enrich this college but reach many students in the other colleges. Similar good and broad effects must attend the work of the new department of political science and sociology and that of the new professorship of commerce.

If this biennial review remarks more particularly upon a few phases of our vast educational undertaking it is not that the other

phases are disparaged or deemed of small moment; but because most of our departments are well established in public esteem, on so sound a basis and administered with such success that there is less need of calling attention to their importance and deserts.

It is recognized that the largest success in the so-called liberal or learned professions and also in mechanical pursuits is usually achieved by those trained in professional or technical schools.

The university is to be congratulated upon the fact that during the past few years there has been such a marked increase in the number of young men pursuing courses concerned with various lines of human industry. Not that fewer students take Latin, Greek, literature and history, but more than formerly come to college to fit themselves for industrial pursuits. Men who a few years ago would have gone directly into industrial occupations now in increasing numbers resort to the university to get a more exact training in mathematics, other underlying sciences, and the elements of technics before taking up their life work. This is not at the expense of the culture studies. More students than ever before are pursuing these, and passing out into the professions. The desire to know something of university life and to feel its quickening has come to the industrial classes also, who swarm into the campus, filling our class-rooms, laboratories, and shops.

Modern business is vast, complex, intricate. Many branches of it deserve to be ranked as professions, because of the extensive and accurate knowledge required for their successful prosecution. Thoro and scientific training of the very highest order is demanded.

Special training for business is possible. Those who deny that a college education is (so far as it goes) a good preparation for business, may question this, but practical and successful men more and more maintain the opinion which we avow. Not only does a general college education help fit for the highest success in any vocation, but a special training for business is quite as possible and desirable as for mechanical occupations and for the so-called professions.

Business cannot, we presume, be reduced to so exact a system of knowledge as can medicine, law or theology; but no few businesses have accumulated a fund of experience that may be shaped into scientific form and advantageously studied. Modern methods of research are bringing business within the focus of science and developing systematic treatises on industry, commerce, transportation, insurance, banking, finance, accountancy, farming and other occupations, that practical business men regard as valuable and helpful.

We of course recognize limitations in academic business training. The university cannot create executive ability or business genius, or usefully instruct in the details of any particular business, which are best learned by experience. It can, however, equip the man entering business with a trained mind and with scientific knowledge of leading industries and modern methods, which knowledge will be of the greatest value to him thruout his business career.

Systematic courses in industry, commerce and business principles enable students (1) to select their future occupations more intelligently and wisely, (2) to learn the technique of any particular concern in much less time than is possible without such instruction, and (3) to attain greater efficiency than men without such training can. If our youth enter business occupations equipped with a thoro and scientific knowledge of the conditions and processes therein involved they may reasonably look forward to careers quite as worthy and alluring as the so-called professions offer. Business occupations will be elevated and dignified and relieved of much monotony, and business men feel a more genuine love and enthusiasm for their work.

Extending our view from the individual to the nation our universities must offer the fullest and best business education possible if our country is to maintain her present industrial and commercial position and extend her influence in the world's markets in face of the keen international competition prevalent to-day. Other leading countries are training their business men in special schools of the best character.

A great many American colleges and universities now offer commercial instruction, among them the University of Pennsylvania, the University of Chicago, Dartmouth College, New York University, the State Universities of Wisconsin, Michigan, Illinois, California. Iowa and Kansas. Economic geography, American industries extractive, manufacturing and distributive, American commerce, European commerce, history of commerce, modern business methods, technique of foreign trade, commerce of the Pacific, commerce of Latin America, consular service, accounting, insurance, banking, and business ethics are among the subjects taught.

Our university cannot afford to refrain longer from offering this kind of business instruction. In most branches our courses and instructors are inferior to none. In economics and sociology our staff has ably covered the theoretical, historical and critical fields; now, as we have practical courses in agriculture, we must have one or more experts to give courses in industry, commerce, business methods and related subjects.

The objection might be raised that Nebraska is essentially an agricultural state. The university is doing and will continue to do all that in it lies to promote the farming interests of the state and country, to elevate the farmer's calling in honor and in profitableness and to make all students respect and love it.

If we fail to provide fit educational chances for our ingenuous youth part of them will remain ignorant but most will go to school elsewhere and be largely lost to the state; whereas if we school them nobly such and so many as we need will stay, adding to the state's wealth and culture, while the residue will be advancing the state's fame and the nation's welfare in other parts of our land and the world.

There is not a single prospective farmer in our university who would not be benefited by many of the courses we are installing, while we have many other industries besides farming, all of which need carefully trained business men and leaders. Our future bankers, journalists, underwriters, wholesale and retail merchants and industrial managers will to a great extent come from the ranks of the students we are educating to-day, not a few from farmer families. moreover, many of our ambitious and capable youth, in whatsoever families they are reared, will properly look forward to business careers outside our own state; responsible positions in our expanding foreign trade, our great national industries, our railroad offices, our consular and our diplomatic service. The demand for such courses is strong and undoubtedly growing. The students from our secondary schools, who in increasing numbers are looking forward to business careers, are bound to be attracted by the universities offering the most beneficial courses. Our university must furnish this kind of instruction or let neighboring institutions do it.

Clearly, therefore, one of our duties and opportunities lies in supplying this demand, and we earnestly hope that the legislature will co-operate with us in the efforts we are making to the desired end.

During the present biennium we have completed and occupied agricultural hall at the farm. This beautiful edifice cost $60,000. Not far from $10,000 was expended for heating, plumbing and furniture in it.

All the money items here and in the paragraphs immediately following are approximate, the exact figures being given in the fiscal part of this report.

A sanitary sewer about 11,000 feet long has been built from Salt creek, connecting with all the permanent buildings of the farm plant. Connection with the city water system has also been made by laying about 4,500 feet of six-inch water pipe. Five fire hydrants have been placed at different points on the grounds. The cost of the sewer and water system and of introducing city gas was $15,000.

Some 11,000 square feet of cement sidewalk was constructed last year, at a cost of $1,300.

A new chemical laboratory was equipped in the experiment station building. We are now equipping a new soil laboratory. Additional equipment has been placed in the chemical laboratory. The total cost of these improvements will be $2,800.

The chemical laboratory added $1,000, the soils laboratory $1,600, and the agricultural botany laboratory $1,200, to their respective equipments from the Adams-Hatch fund for the year ending last June 30, 1906.

Changes have been made in the dairy building, extending the milk-testing laboratory and laying a cement floor in the churning

room. These items cost $800. Steam heat has been provided in this building at a cost of $875. Additions were made to the beef cattle barn, attaching two sheds and a silo, doubling the capacity of the barn, all at a cost of $2,400.

Some $600 have been expended in farm fencing.

The burning of the boiler house last February necessitated rebuilding. This was done in a temporary way, at a cost of $2,025, making it serviceable till a permanent plant can be erected. The woman's building, for which an appropriation of $32,000 was made, is in process of construction. The farm library was moved and new bookstacks and tables supplied, costing $800. A new swine barn is now going up, which will cost $2,500. To the equipment of the farm mechanics department ten new forges and the entire outfit of the carpenter shop have been added, which, with floors in the forge and the carpenter shop, cost $2,400.

The department of agricultural botany has been established, in charge of Professor F. D. Heald. Upon the promotion of Samuel Avery to the head professorship of chemistry, Mr. R. H. Shaw was made associate chemist of the experiment station. Since Mr. Shaw's resignation Mr. F. J. Alway has been elected professor of agricultural chemistry and chemist of the experiment station. Professor H. R. Smith has been placed in full charge of the animal husbandry department. Superintendent W. P. Snyder has severed his connection with the farmers' institute work and is giving his entire time to the experiment sub-station work at North Platte. Mr. Val Keyser has been appointed assistant superintendent of farmers institutes.

Following Professor Lyon's resignation, the department of agronomy was divided, as has long been regarded desirable, into a department of soils and a department of field crops. Mr. Alvin Keyser was made adjunct professor of soils and Mr. E. G. Montgomery adjunct professor of field crops.

Mr. F. G. Miller, professor of forestry, has been taken on to the experiment station staff. Mr. Frank Wolf, foreman in field crops, has been appointed special agent of the United States Department of Agriculture in wheat breeding experiments, his salary being paid by that department. Mr. W. W. Burr has been appointed special agent of the United States Department of Agriculture, his salary being paid by that department, and is assisting superintendent W. P. Snyder at the North Platte station. The department of farm mechanics, partially established the previous biennium, has been developed during this.

The enrollment of students in the school of agriculture has greatly increased. During no year of the last five has the number failed to exceed that of the previous year by at least 25 per cent. The attendance for the year ending April 1906, was 353. Inquiries regarding the school to the present time, much beyond those of

any previous year, indicate that the class beginning the three years' course must hereafter be handled in two sections, which will increase the burden of instruction and probably necessitate additional instructors.

The spirit of the agricultural faculty has been excellent, all uniting in earnest effort to promote the work of each department. The members of the experiment station staff with few exceptions have been in the service the entire calendar year. We desire to make provision by which professors in active experiment station work, can, a definite part of each year, be free to visit neighboring institutions. Otherwise some of our most alert colleagues, from lack of contact with people engaged in similar lines, fail to appreciate the great progress making elsewhere.

The condition of the buildings at the farm is good, except that the wooden ones need repainting and the horse barn shingling, which has been postponed in the hope that this structure could be removed to another site. The veterinary clinic barn and laboratory ought to vacate the quadrangle.

The condition of the university farm is satisfactory. All the land cultivated except where experiments prevent is in high tilth. The yield of grain crops other than corn is double the average for the state; that of corn over eighty bushels to the acre for each of the two last years and probably also this, being quite two and one-half times the state average.

The condition of the grounds in general is good. We should be pleased to use more labor thereupon. The attractiveness of the estate could thus be much enhanced. The cost of erecting new buildings and establishing drives and grades should not prevent the State improving to the utmost this charming center where so much is doing to increase our wealth and happiness.

The live stock is in good condition. No losses of consequence have occurred. The creatures have been continually healthy save for a short time in the fall of 1905, when an attack of hog cholera caused us some loss. New specimens should be added to the beef and dairy herds to place them in the best shape for instructional purposes, and we intend to make such additions either this winter or early next biennium.

At the North Platte Station a superintendent's residence has been erected at an outlay of $3,500; a horse barn, $2,300; a farrowing barn for swine, $300; fences built and repaired, $600; five cattle sheds, $750; two wells and three new windmills with a storage reservoir of 300 barrels and about 500 feet of pipe line to supply water in the experimental cattle yards, $350. The foreman's house was moved to the central plant and an addition built costing $800. Six horses have been purchased at a cost of $750, 100 steers at $1,500, and 25 head of breeding cattle at $325. Farm machinery

has been purchased to the extent of $450. These betterments at the North Platte Station for the biennium cost a total of approximately $11,625.

Portions of the farm had been very badly used before coming under our control, and much labor was necessary to bring the land into a condition where experimental work was possible.

One hundred and fifteen acres has been laid off in five and ten-acre fields and subdivided into plats. Eighteen acres is used in co-operation with the United States Department of Agriculture, ten acres of this being devoted to systematic work in crop rotation and methods of tillage to conserve moisture.

One hundred acres is under alfalfa, 25 acres of this being on the high divide where conditions are extreme and where the success of alfalfa may indicate that it can be grown upon thousands of acres of Nebraska land now of low value and considered useful only for grazing.

Forty acres have been seeded to grasses of various sorts, mainly brome, meadow fescue, and orchard grass, to determine the adaptability of these grasses to the region. Contrary to the traditions of the country little difficulty has been experienced in getting a stand of grass, summer tillage having been used to prepare the land.

Sorghum and Kafir corn have given abundant yields as forage crops.

About 280 acres are under regular crops. The balance, about 1,640 acres, is in native pasture or devoted to buildings and yards.

The personalty inventory at present is approximately as follows:

13 work horses and 3 colts	$2000
70 breeding cows	1400
39 calves, 1906	300
92 yearling steers (about 70,000 pounds)	2200
2 herd bulls	150
25 mature brood sows and 50 fall pigs	300
39 experimental hogs—210 pounds average	450
200 spring pigs, on feeding experiments	1200
Total	$8000

Considerable farm machinery is not included here.

The pigs are fed to determine the combinations and the amount of grain required to produce the cheapest pork on alfalfa pasture. Thirty-five acres of alfalfa are used for this purpose. The hogs inventoried have all been produced on the farm except a foundation herd of 20 brood sows costing $250 and the addition of three brood sows and three herd boars. Since the beginning of the biennium, about $2,500 worth of pork has been sold from the farm.

The school of domestic science in our university was organized in 1898. Since then the number of students in it has steadily increased, though the work has gone on under adverse conditions.

A four-year college course in home economics has been adopted and work therein begun. Preparation is the same as for entrance to the university, and the course leads to the degree of Bachelor of Science. Subjects relating to the home occupy the first two years instead of the mathematics and physics required in the general scientific course. The junior and senior years are largely elective. A student may so arrange her elective work as to take a teachers' certificate at the time she takes her B. Sc. degree.

This course being for women what the agricultural, forestry and engineering courses are for men, includes instruction in those vocations which belong peculiarly to women. Domestic art is required the first and fourth years, domestic science the second and third years and home economics the fourth year. One year's work in physiology, hygiene and first aid to the injured is also required.

Domestic art includes sewing by hand and with the machine. Practice is given in the drafting, cutting, sewing, and making of garments. Textiles are studied with reference to their manufacture, financial value, wearing qualities and suitableness for various purposes.

Domestic art includes drawing, also the designing of dress and furniture, working drawings of cupboards, sinks and drain boards. Harmony of color in dress and in house furnishings and decoration is studied. Domestic science includes courses in general and in invalid cookery, in the planning, preparing and serving of meals, in marketing, and in the preservation of food by canning, pickling, preserving and jelly-making. Practical work is done by the students in well-equipped kitchen laboratories.

Foods are investigated with reference to their production, value, financial and nutritive, digestion, assimilation, relations to the human body, dietetics and the balancing of rations.

The home economics required in the fourth year includes a study of the planning and furnishing of houses, with methods of heating, lighting, plumbing and ventilation. Systematic housekeeping, the management of cooking, cleaning and sewing, and the perplexing subjects of domestic finance and service, are considered.

Cleanliness, neatness, economy and system are insisted upon thruout all the courses.

Two classes of women will be benefited by these courses, those who are studying for the sake of general information and culture and desire to make their lives helpful and efficient in the home, and those who, likewise desiring information and culture, expect to use their training as a means of maintenance for themselves or for others.

The thought is to raise the standard of home life among our people, to help individuals become healthier and happier and a greater power for intellectual and moral good in the community.

Physical, intellectual and moral life are so closely interwoven that it is impossible to abuse or neglect the physical nature or even be careless about it without injury to the whole being.

Women educated thus, with skilful hands, trained minds and cultivated hearts, cannot but bear more wisely than others the home responsibilities sure to devolve on them, and they will utilize better the many opportunities which women enjoy to render helpful service outside their homes.

Should the high and grade schools, as it is to be hoped they will do in time, generally provide instruction in domestic art and science, the demand for such provision at the university would be less imperative.

We must offer greater inducements to prospective secondary teachers to enter the university rather than seek training elsewhere. Our work in education is held in high esteem but thus far we have not developed it as the needs of the teaching profession in Nebraska require. We hope forthwith to remedy this lack, widening our excellent department of education, adding a model high school for practice in secondary teaching and utilizing our strong facilities in general and educational psychology and our unparalleled resources for departmental supervision, so as to create a first-rate teachers' college, which shall be ready if found feasible for full work in September, 1907.

The Brace laboratory of physics has proved highly satisfactory in all respects; but from grave lack of equipment we unfortunately cannot by any means fully utilize it. With the first year students, 240, the best we can do is to allow half the class to work the first half semester; the other half the rest. With the second year class conditions are even worse, each third of the class working only a third of the semester. Even this shifty arrangement is possible only by stripping the advanced laboratories of all their available apparatus. By requiring double laboratory time first year men get in full work, but second year men can complete but two-thirds of their required laboratory exercises. The double time plan with us causes just complaint from other departments.

To relieve this condition a considerable sum is necessary, but not more than other institutions with smaller classes have spent. Figuring the net cost of the cheapest serviceable apparatus to be had as planned and priced under the direction of the late Professor Brace, and adding an estimate, by the superintendent of construction, of the cost of completing unfinished details of the building and putting in necessary furniture, we reach the sum of $19,701 as really and vitally needed to enable the department of physics to meet the demands upon it.

It is desirable that the engineering departments be erected into a sub-college of engineering. The precedents for such an organization exist in practically every American university.

Following are the figures of the freshmen registration in the several colleges and the engineering departments for the current year, as of date October 8:

Number of male freshmen in engineering courses	156
Number of male freshmen in literature, science and arts	90
Number of male freshmen in college of law	69
Number of male freshmen in industrial college (other than engineers)	63
Number of male freshmen in college of medicine	31
Total	409

Percentages of total male freshman registration in the college:

In engineering	38.2
In literature, science and arts	22.0
In law	16.8
In industrial (other than engineers)	15.4
In medicine	7.6
	100.0

The total freshman enrollment, including women, is approximately 616, of which the engineering registration is 25.5 per cent.

The engineering enrollment has grown steadily without advertising, and in spite of the fact that there are no "snap" courses in engineering. If the departments were adequately housed and equipped and the staff sufficient, the attendance would certainly increase very rapidly, our geographical location being such that we should attract students from a wide territory.

We have accommodations in shops and draughting rooms for only about 80 per cent of this year's freshmen. By making substitutions, difficult and more or less harmful, the surplus has been accommodated in a way, but their fixed order of work, practically all prescribed, is interfered with, and it becomes difficult to complete the courses without serious interference in the program of classes of later years.

The conditions thus outlined for the freshmen apply equally to the advanced classes. The shops, laboratories and draughting rooms are all inadequate. Something must be done, and we sincerely hope that the State will make it possible for us to adopt the improvements we propose, providing room both for immediate needs and for the natural growth of the departments for several years.

A building costing not less than $100,000 is asked for by the department to house the shops, the steam and gas engine laboratory, the laboratories of fuels and friction, of materials and of hydraulics. Preliminary plans for such a building have been prepared. The present engineering laboratory should be renovated and remodeled into larger electrical laboratories, at a cost of $2,000. An additional wing should be extended south from the present mechanic arts hall to provide suitable quarters for the various branches of work in

mechanical drawing and machine design, and for the engineering library. At the same time, the present wing of the mechanic arts hall should be completely ceiled with a suitable metal ceiling, arranged to deaden the sound, which now seriously interferes with lecture work in the building; and the whole building should be plastered. The cost of these changes and improvements would not exceed $40,000.

The instructional equipment in the several departments must be increased and such new force added as modern engineering education demands.

FINANCIAL.

The regents urge that the policy already established of providing support for the North Platte sub-station and the farmers' institutes from the state general fund be continued. Neither the necessity nor the propriety of that course need longer be argued. The sub-station and the institutes are of growing importance to the people of the state; their management is wisely left to the regents who freely lend the forces of the university to all such interests as are allied to education. Decided progress has been made at the North Platte sub-station against adverse conditions. Everywhere increasing interest is manifest in the work of the farmers' institutes. Liberal appropriations are recommended for both. The sub-station should have not less than $25,000.00 and the institutes $15,000.00. The latter will surely be necessary to maintain efficiency of the institutes if it be found impracticable hereafter to secure free transportation for institute workers.

Two years ago it was proposed to erect one wing of a woman's building on the university farm and an item of $32,000.00 was accordingly inserted in the university appropriations. The regents found that in a building which must contain laboratories, work rooms lecture rooms, offices, laundries, kitchens, dining rooms and living rooms no one section could be built and finished for occupancy without such cramping and reduction of proportions as to render the whole inadequate, unsanitary and ill suited to its purposes. Neither was the board able to devise a plan for such a building, of creditable appearance and capable of future additions except at a very considerable extra cost. The $32,000.00 was granted not because it was thought by any one to be a sufficient sum but because it exhausted the estimated resources of the university at that time. Instead of constructing a building by parts or wings there seemed no alternative save to proceed with a plan for the whole building, upon a reasonably ample scale, constructing only so much of it as the available appropriation permits. The regents deem that course most economical in the end and it has the great advantage of supplying a suitable building from the first. The building is in process of

construction which is expected only to be enclosed and temporarily roofed with the funds now available. The regents' estimates for the ensuing biennium contain an item for completing and finishing the structure and equipping it for occupation in the fall of 1907.

In January, 1906, the university suffered its first serious loss by fire which partially destroyed the boiler house and its contents situated on the farm near Lincoln. Repairs of the building and restoration of apparatus and machinery cost $2,025.00. This was an unexpected draft upon the current expense appropriations of the present biennium but by careful economy a deficiency has been avoided. The weakened condition of the heating and power plant at the farm and the rapidly increasing demands render it wholly inadequate. A larger new plant must be installed located at a point of greater vantage and safety. An item is included in the university estimates for this purpose.

Two years ago an appropriation of $7,500.00 was made from the temporary university fund conditioned, however, upon the grand assessment for 1905 reaching $310,000,000.00. Its purpose was to increase library facilities, supply apparatus for the department of physics, promote poultry and swine husbandry and secure additional land. The condition upon which that appropriation was to become available failed. That failure, together with the fire loss mentioned in the preceding paragraph, and the growing needs of the university in all directions has made it impossible for the regents to give much financial aid to the several measures covered by that appropriation. The estimates for the next biennium for current expenses and maintenance of farm departments have been slightly increased whereby the regents hope to strengthen the small beginnings and maintain efficiency until an adequate special appropriation can be supplied.

Since the passage of the free book law for the common schools there has been a recurring agitation of the question of supplying text-books to students of the university and section 6144 chapter 87 Comp. Stat. Nebr. 1905 (enacted 1869) is cited as conclusively establishing the legal duty of the regents to furnish text-books to students "at cost," regardless of the initial and current expense of such an enterprise. The old statute should be either repealed or so amended as to conform to present conditions and clearly define the duties of the regents. But it is the financial aspects of the subject, chiefly, which is desired to be presented in this connection. As nearly as can be ascertained the university student book trade approximates $15,000.00 annually. If the legislature determines that the regents must go into the book business, $5,000.00 at least must be appropriated to supply the initial stock. That sum might be sufficient to maintain the supply for a time provided the regents are authorized to continually reinvest the proceeds of the business in new books. But if, instead, the board is required to turn the proceeds of the business

into the state treasury to await reappropriation by the legislature, a much larger sum than $5,000.00 must be provided now and again and thus the book trade easily absorbs considerable sums of money badly needed for salaries and necessary expenses. That is not all. If the regents can sell books to students at a less price than a tradesman can it must be because the State will furnish rooms, heat, light and service, or some of these things, free of charge against the business. They are all of them factors which in greater or less degree determine the "cost" of books on the retailer's shelves. The regents have more than once carefully investigated the subject and are prepared to present it in detail to legislative committees.

In March, 1906, Congress voted an additional appropriation to the several states to aid and enlarge the work of the experiment stations. The purpose of the act of Congress was to donate to each station $5,000.00 for the year ended June 30, 1906, increased by $2,000.00 each year thereafter until a maximum of $15,000.00 annually is reached, thereby doubling annually the original Hatch experiment station fund. When the first payment under this act reached the state treasury the state auditor declined to draw warrants against it upon the official orders of the board of regents, citing section 22 of article 3 of the state constitution of 1875 which provides, among other things relating to state revenues, that, "No money shall be drawn from the treasury except in pursuance of a specific appropriation made by law." The act of Congress provides that any part of an annual appropriation thereby made which is not expended within the fiscal year for which it is made shall be deducted from the next year's installment. Therefore if the regents could make no use of the gift until after an appropriation of it by the legislature convening January, 1907, $5,000.00 would be lost to the university, its experiment station and the state. The regents have always granted that state "revenues," taxes of all forms, collected from the people of the state by the machinery of state government, are subject to the constitutional provision above quoted; but, they have also long contended that gifts of money tho handled by the state treasurer as **ex-officio** treasurer of the university do not fall within the constitutional provisions relating to the disbursement of ordinary revenue. To test the legal question involved proceedings were instituted in the Supreme Court by mandamus, entitled, The State of Nebraska ex rel Spencer Lens Company vs. E. M. Searle, Jr., Auditor of Public Accounts. At the last September term that case was decided in favor of the relator and a final order was made directing the respondent to issue warrants against the money in the treasurer's hands upon the orders of the board of regents. The logical effect of that decision is to place all money for the support of the university not raised by taxation at the disposal of the board without legislative appropriation; the custody of the monies and the method of disbursement remaining as now provided by statute.

The grand assessment of the state for 1904, stated in round numbers, was $294,779,214.00; for 1905 it was $304,477,961.00; for 1906 it is $313,060,301.00. Distributing the increment over the three years in which the new revenue law has been in operation there is indicated a probable future advance of a little more than nine millions annually under normal financial conditions. In the regents' estimates for the next two years the annual increase of the grand assessment is placed conservatively at $8,000,000.00. Even if this rate of increase could be depended upon for a series of years, it adds to the university resources only $8,000.00 per year. But the university is growing rapidly. Its total salary roll at present closely approximates $247,000.00 annually. Of this amount not more than $50,000.00 can be paid from other sources than the temporary university fund leaving $197,000.00 as an annual charge against the latter fund. That means $394,000.00 for two years. But $394,000.00 will barely maintain salaries as they are; it allows nothing for growth, for additions to the teaching force nor any margin with which to meet bids from other institutions for our strongest men. $450,000.00 will no more than enable the regents to make a salaries schedule for the next two years comparable with other universities of Nebraska's rank.

If to a salaries roll of $450,000.00 be added not more than $176,000.00 for general current expenses, repairs, apparatus, books, etc., there remains of the estimated resources for the next biennium but $100,000.00 for new buildings and all other permanent improvements. But more than that sum ought to be expended on the farm alone for buildings and other essential improvements. To-day the work of the university occupies twenty-three moderate sized buildings exclusive of the sub-station at North Platte. One new building is in process of construction. The average cost of the 24 buildings is less than $35,000.00—too cheap certainly—all will agree. Yet the fact most forcibly illustrates the extremes to which the regents have been put to meet all needs without exceeding resources. Much equipment, particularly of the more costly kind, is lacking. On the material side the most urgent need still is for floor space and equipment.

To one who views the university from the standpoint of its highest development it is apparent that expenditures for salaries and maintenance must continue to absorb more and more of the total resources. The time is not far distant when the entire resources must be used for these two items only. No doubt the issue will be met intelligently and earnestly by the people of this state who have never yet failed to foster its educational foundations.

ESTIMATED RESOURCES AND EXPENDITURES.

Following is the regents' estimate of income to the temporary university fund and contemplated expenditures thereof for the two years ending March 31, 1909. The regents ask that the entire fund

be appropriated for support of the university for the next biennium by an act separate from all other appropriation measures. The board also asks for an appropriation from the general fund of the State for support of the farmers' institutes, the sub-station at North Platte, and for buildings and permanent improvements on the university farm near Lincoln.

THE TEMPORARY UNIVERSITY FUND.

Resources.

One mill tax for 1907 on estimated assessment of $321,000,000.00	321,000.00
One mill tax for 1908 on estimated assessment of $329,000,000	329,000.00
	650,000.00
Deduct 5 per cent for tax delinquencies	32,500.00
	617,500.00
Add endowment land lease rentals, interest on sale contracts and interest on permanent endowment fund investments	80,000.00
From miscellaneous sources	500.00
Accumulation during 1905-06 thru the increase of grand assessments for those years over the estimated sums	28,000.00
Total available	$726,000.00

Expenditures.

PAYABLE FROM THE TEMPORARY UNIVERSITY FUND:

Salaries and wages; fuel, gas, water and light; incidentals; departmental expenses; printing, postage, and stationery; farm departments maintenance; repairs and up-keep; enlarging steam mains and headers; new boilers; electric light and power generators; books; furniture and apparatus; general equipment; total	626,000.00
New engineering building on grounds in Lincoln	100,000.00
	$726,000.00

PAYABLE FROM THE STATE GENERAL FUND:

in accordance with policy already established, for Improvements at and maintenance of the North Platte experimental sub-station	25,000.00
Expenses of farmers' institutes and services	15,000.00
	$ 40,000.00

PAYABLE FROM THE STATE GENERAL FUND:

for buildings and improvements needed on university farm, Completion and equipment of the woman's building	38,000.00
New steam heating and power plant (building and equipment)	40,000.00
Horticultural building	40,000.00
Veterinary clinic laboratory building, with stock and grain judging pavilions	40,000.00
Cattle feeding plant; barn for farm implements and machinery; attendant's houses with sites for same	16,000.00
Poultry plant	6,000.00
	$180,000.00

PROPERTY SCHEDULE.

REAL ESTATE.

	Estimated Value.
Land located under act of Congress of 1862 for agricultural college endowment, 90,000 acres at constitutional minimum of $7.00	$630,000.00
Land located under enabling act of Congress of 1864 for state university endowment 46,080 acres at constitutional minimum of $7.00	322,560.00

These lands are under the management and control of the Board of Public Lands and Buildings. The proceeds (principal) from sales constitute the permanent endowment funds. Lease rentals, interest on sale contracts and interest on permanent fund investments are paid to the state treasurer for the temporary fund. A quantity of the land has been already deeded to purchasers and what remains is practically all under contracts of lease or sale. On Nov. 1, 1906 the permanent endowment funds had reached a total of $599,000.00, all bearing interest save $5,600.00 uninvested. Until the lands are entirely converted into an interest bearing fund it is most convenient to retain them in the above form on this brief property schedule.

Four blocks of ground, 11.9 acres, reserved 1867 in the original town site of Lincoln for a university campus. Estimated value as city lots, with streets opened, ranging from $125,000.00 to	150,000.00
College and experiment station farm 320 acres, bought in 1874, three miles northeast from center of the city of Lincoln. Cost $22,000.00. Estimated value	100,000.00

One hundred and sixty acres of farm land in Red Willow county, Nebraska, obtained in 1898. Donation. Estimated value	1,800.00
Lots 4, 5 and 6, block 26, original plat of the city of Lincoln, obtained in 1903. Cost $5,300.00. Estimated value	12,000.00
Experimental sub-station farm four miles south of the city of North Platte, Nebraska, 1920 acres. Title obtained in 1904. Cost with improvements $16,000.00 (partly donated). Estimated value, with recent improvements added	30,000.00
Lot 10 & 11 in block 11, original plat of city of Lincoln, with small frame dwelling, obtained in Aug. 1905, cost	2,700.00
	$1,249,060.00

BUILDINGS.

University hall—old central building on city campus—1870—common brick, native sandstone foundation and trimmings. Foundation replaced. North wing remodeled. Slate roof. Cost $140,000.00—36 years' depreciation $85,000—estimated present value	$ 55,000.00
Chemical laboratory building—1885 (city campus)—St. Louis pressed brick, limestone foundations and trimmings, slate roof—cost $40,000, remodeled 1904 at cost of $21,250—total $61,250. 21 years' depreciation including remodeling changes $18,000.00, estimated present value	43,250.00
Nebraska hall (general science building), (city campus) 1887-8, common brick, sandstone trimmings, slate roof—cost $41,000—18 years' depreciation $18,000—estimated present value	23,000.00
Grant Memorial Hall (armory), common brick, sandstone trimmings, slate roof, (city campus) 1887-8—cost $25,000—depreciation 18 years, $4,250—estimated present value	20,750.00
Boiler house and stack, city campus, common brick, sandstone trimmings, slate roof—1887-8, cost $27,090—18 years' depreciation on $20,400 of same $3,600, small stack razed and engine room added in 1906—($3,084.00), estimated present value	25,000.00
Greenhouse on city campus 1890-1—cost $1,000—depreciation 15 years, $800, estimated present value	200.00
Frame carpenter shop, foundry and small observatory building, city campus 1896-7—cost $1,500, 9 years' depreciation, $150—estimated present value	1,350.00

Library building, city campus, St. Louis pressed brick, sandstone trimmings, slate roof, fire proof book rooms, 1891-5, cost $110,500—depreciation 11 years $10,500—estimated present value	100,000.00
Electrical laboratory and shops building, wood and iron working, city campus, 1893-5—frame, common hard chipped brick veneer, shingle and metal roof—depreciation 11 years, $1,800—estimated present value	8,200.00
Mechanics arts hall (north wing) city campus, 1897-8—common hard chipped brick, and Omaha red pressed brick, sandstone trimmings, slate roof, cost $30,000—depreciation 8 years $1,800, estimated present value	28,200.00
Memorial Hall Annex (Nebraska soldiers), city campus, 1899-1900, cost $30,000, common brick, sandstone trimmings, slate roof—depreciation $1,200—estimated present value	28,800.00
Physics building (city campus), new in 1905, Omaha gray pressed brick, terra cotta trimmings, slate roof, cost	75,000.00
Administration building, (city campus), new 1905-6, common brick, terra cotta trimmings, temporary metal roof, cost	35,000.00
Museum building, (one wing only), 1906, (city campus), common brick, sandstone trimmings, fire proof construction throughout, slate roof, cost with heating, plumbing and part equipment	50,000.00
Temple building, adjacent to city campus, in process of construction 1906, Omaha pressed brick (dark iron spot), Bedford lime stone trimmings, slate roof; donation, to cost complete	95,000.00
Old stone dwelling house (1874) and old frame horse barn (1877) on farm—cost with additions about $7,500—27 years' depreciation, estimated present value	3,500.00
Foreman's frame dwelling on farm (1877) cost $3,000, depreciation 29 years $1,200—estimated present value	1,800.00
Veterinary clinic and laboratory buildings with crematory, on the farm, 1889-90, common brick—cost $3,000, depreciation 16 years $1,000—estimated present value	2,000.00
Dairy building on the farm, 1896-7, frame, shingle roof, common hard chipped brick veneer—cost $5,500, depreciation 9 years $750—estimated present value	4,750.00
Experiment station building (farm), common brick, sandstone trimmings, slate roof, 1899-1900—cost $27,500, 7 years' depreciation $1,325—estimated present value	26,175.00

Boiler house, 1899, (farm), with addition 1904—cost $5,075, common brick—depreciation 7 years on $3,000 of same, $250—partly destroyed by fire January, 1906, repaired at cost of $2,025—estimated present value	4,500.00
Dairy barn (frame) shops buildings (common brick) and horticultural building (frame) on the farm, shingle roofs, completed in 1904	40,000.00
School, laboratory, and office building, on the farm, Omaha gray pressed brick and terra cotta, slate roof, new in 1904-5	60,000.00
Additions to cattle barn on farm, 1905, temporary frame structures, shingle roofs, cost	2,400.00
Hog barn on farm, 1906, frame, cement, cost	2,500.00
Woman's building on the farm, in process of construction as an unfinished structure 1906, cost	32,000.00
At the North Platte sub-station:	
Superintendent's house, frame, 1905	3,500.00
Foreman's house, frame, moved and repaired 1905	800.00
Horse barn, frame	2,300.00
	$774,975.00

IMPROVEMENTS OTHER THAN BUILDINGS.

Boiler house equipment (city campus), 1889-1904, heating and power boilers and settings with steam, water and smoke connections; pumps, condensers, stokers with engine, fan, air conduits, and all accessory appliances —cost $27,500, depreciation 17 years on $22,000 of same, $12,250—estimated present value of older part	$ 15,250.00
New boiler, 3 stokers, fan, engine, settings and connections, added in 1905-6	5,500.00
Electric light and power machinery, cables, switchboard, motors, settings and appliances, 1905-6	7,000.00
Boiler house equipment at farm, 1899-1906, steam boilers, settings, steam and water connections and steel smoke stack—cost $6,645, 7 years' depreciation on $4,500 of same, $900—damaged by fire January, 1906—estimated present value	5,250.00
Pipe tunnels (city campus) with steam, water and gas supply lines; pipe covering, steamer hydrants, sewers, electric wiring, poles and appliances, 1895-1904—cost $20,000, 11 years' depreciation on $8,500 of same, $2,500—estimated present value	17,500.00
Enlarging steam mains, and extension to administration building and other pipe work, 1905-6	1,500.00

Pipe lines in trenches (on the farm) steam and return lines covered and boxed, brick junctions with covers, new in greater part in 1903-4—cost	5,500.00
Heating apparatus (dairy building), extension of steam mains to new buildings on the farm, 1905-6	2,365.00
Water and gas supply (for the farm), pumps, windmills, steel tower and tank and gas machine—use abandoned—estimated present value of the materials retained	1,200.00
Gas engine and electrical machinery, wiring and motors—old equipment, still in use—estimated present value	1,500.00
Sanitary sewers, connecting farm and its buildings with Salt creek, 2½ miles, new in 1905-6, cost	8,803.00
Lincoln city gas mains extended to and connected with farm buildings, 1905-6, cost	1,500.00
Water mains connecting farm and its buildings with Lincoln city water supply system, 1905-6, cost	3,967.00
Iron fence, stone walks (city campus) 1889-90—cost $20,500, depreciation 16 years, $3,750—estimated present value	16,750.00
Artificial stone walks on city campus, added in 1906, cost	1,211.00
Artificial stone walks on farm campus, added 1905-6	996.00
Street paving and driveways, (city campus):	
Estimated present value of curbs, base, and other materials from old street paving, 1890-91	2,600.00
Estimated present value of main driveway (1890-91) in fair condition	2,350.00
Repaving, two fronts and new on 12th street, 1906	8,700.00
Driveway to administration building, 1906	1,033.00
Sheds, cribs, fences, corrals, granaries, silos and sundry equipment on the college and station farm near Lincoln—cost $8,300, depreciation of older portions, $3,600—estimated present value	4,700.00
Additions in 1905-6	1,269.00
Sheds, cribs, fences, corrals, granaries, cistern, tank, windmills and sundry like equipment on sub-station farm at North Platte, repaired in 1905-6—estimated present value	600.00
Like additions in 1905-6, new	2,363.00
Estimated up-keep, repairs and betterments of buildings and other permanent improvements for 25 years	50,000.00
Expended for same, 1905-6	16,000.00
Special equipment of new buildings—physics, administration, and farm school, 1905-6	15,000.00
	$ 193,407.00

CHATTEL PROPERTY.

The inventory of chattel property corrected to November 30, 1906, (including the sub-station at North Platte) covers apparatus, books, chemicals, furniture, implements, laboratory and shop materials, live stock, machinery, tools, specimens, utensils, and vehicles, held and used as facilities for instruction and experimentation, and aggregates $413,204.28

RECAPITULATION.

Endowment lands and real estate	$1,249,060.00
Buildings	774,975.00
Other improvements	193,407.00
Chattel property	413,204.28
Grand total	$2,600,646.28

REPORT OF THE DEAN OF THE INDUSTRIAL COLLEGE.

To the Chancellor and Board of Regents:

The attendance of students in the industrial college during the past two years has increased most satisfactorily, as shown by the table following:

	1898–9	1899–0	1900–1	1901–2	1902–3	1903–4	1904–5	1905–6
College classes..	352	415	394	373	403	453	473	547
School of Agriculture	66	114	135	118	206	258	332	350
School of Mechanic Arts...	52	43	50	39	32	20	24	21
School of Domestic Science.	11	11	16	21	32	23	23	22
Totals men and women....	481	583	595	551	673	754	852	940
Totals men..	419	507	525	481	614	699	813	900
Totals women	62	76	70	70	59	55	39	40

In making an analysis of this table we find that of those in college classes (that is those in four-year work) there has been an increase of over twenty per cent during the biennium. It is a remarkable and gratifying fact that so many young men are entering the school of agriculture, the number having increased ten fold in the past decade, while during the biennium the increase has been over thirty-five per cent.

An examination of the registration of these students shows that along with the rapid increase in the number of men there has been a notable decrease in the number of women. There is not only a decrease in the proportion of women, but an actual decrease in numbers. This is in spite of the fact that the college has one group of studies (domestic science) which is designed especially for women. In fact, if it were not for the enrollment in this subject the number of women in the college would be less than two per cent of the whole number.

In seeking to account for these peculiarities in the growth of the industrial college several explanations have been offered. Thus it has been suggested that lower conditions of admission may have brought this notable increase in the number of students in the college as a whole. Yet this cannot be true since for considerably more than half of the students these conditions are fully as high as they are anywhere in the university. And further, while there has been a great increase in the enrollment in the school of agriculture, there has been a falling off in the school of mechanic arts and the school of domestic science. If easier admission brought an increase in one case it is hard to see why it should not do so in the other cases also. Another suggestion that is sometimes made is that the rigid curriculum has had an effect upon the enrollment, but here again we are met by the fact that there is fully as great rigidity in the curricula in which the increase of students is found as in those in which there has been a falling off. It may be that the young men come to this college because they prefer engineering and agriculture, and that the young women who come to the university prefer general literary studies. Possibly this simple explanation is after all the true one.

There are now sixteen groups of studies, each four years long, in the college. During the biennium three were dropped out, viz: chemical engineering, mining engineering, and chemistry-domestic science, the faculty feeling that there was not sufficient call for them to warrant their continuance. I am quite of the opinion that it would be wise to drop out several more groups, for which the demand is very limited. I am sure that the work of the college could be better done with one-half the number of groups than with the present number. With a revision of the general scientific group so as to give it greater flexibility we might dispense with all of our so-called "special" groups, and perhaps one or two others.

A new group (home economics) has been added during the biennium. It includes four years of work, and replaces the two-year group in domestic science. Admission to it is the same as to the other four-year groups in the college.

The establishment of the department of forestry, and the organization of the technical group in forestry have been fully justified by the registrations during the biennium. In the year 1904-5 regular instruction in forestry was given to 27 university students, and 30

students of the school of agriculture, while in the year 1905-6 there were 50 university students, and 46 of the school of agriculture. Of the eight men who have graduated from the university after taking the work in forestry, five are in the United States forest service, and two are assistants in forestry in state universities.

Respectfully submitted,

CHARLES E. BESSEY,
Dean of the Industrial College.

REPORT OF THE LIBRARIAN.

To the Chancellor and Board of Regents:

I have the honor to submit the following report on the condition of the library during the biennium:

The number of bound volumes added during the two years ending November 11, 1906, is 6650, of which 5232 were acquired by purchase and 1418 by gift. The total number of volumes now in the library is 69,960. Thirty-five departments share in the library book fund at present.

Owing to the increase in the prices of American books published under the net price system, it is impossible for us to purchase as many books as formerly. Yet the university is growing and the need for books is increasing so that something in the way of special appropriation for the purchase of books is absolutely necessary to prevent the library from falling behind.

Prof. James I. Wyer, Jr., who had been in charge of the library since 1898, resigned his position here to accept a call to the New York State library and terminated his successful administration December 31, 1905. The present incumbent began his duties May 1. The work of the library was carried on in the meantime under the efficient direction of Miss Nellie J. Compton, assistant librarian.

The most pressing need of the library is additional shelving capacity in the main stack room. During the summer of 1906 two large floor cases accommodating about 4,000 books were placed in the alcoves of the stack room necessitating the removal of study tables from the alcoves and thus lessening our accommodations for readers. The shelves are now so solidly packed as to admit of practically no further expansion and if a second story is not added to the stacks, the only resource will be to remove some of the least used books and box them up till such time as the proper accommodation can be furnished.

The reading room is overcrowded much of the time and its seating capacity has become insufficient to meet the demands made upon it. I strongly urge the advisability of providing a reading room in the new university temple where newspapers and popular magazines may be made accessible and where students may have oppor-

tunity to study their lessons between lectures. This would relieve the pressure at the library reading room to a very great extent and give increased accommodation for students who come to make legitimate use of the library rather than to seek the shelter of a building.

The library of the State Medical society is deposited in the university library and the university agreed to house it and care for it in a suitable manner. This has never been done and the small room in which the medical books are now kept is sufficient only for storage purposes. In order to live up to our agreement with the society and to render their books available for use, some arrangement for adequate quarters must be made, or we are liable to lose the custody of this collection.

Since the last report the departmental library at the state farm has been installed in its new quarters, which are eminently satisfactory save that sufficient allowance for growth has not been made.

The library maintains cordial relations with the Nebraska Library Commission and on recommendation of the secretary of the commission, lends books to individuals throughout the state when this can be done without inconvenience to our immediate constituency.

It is gratifying to observe how the graduates of the university now resident in other states continue to look to our library as a source of information and write here for advice on a variety of topics connected with books. Respectfully submitted,

WALTER K. JEWETT, Librarian.

REPORT OF THE ASSOCIATE DEAN IN CHARGE OF AGRICULTURE.

To the Chancellor and Board of Regents:

I have the honor to submit the following report upon the organization and work of agriculture in the university:

Agricultural work in the university is subdivided into divisions of instruction, represented by the industrial college and the school of agriculture; of investigation, represented by the Experiment Station at Lincoln with a sub-station farm at North Platte; and of extension, represented by the farmers' institutes.

The facilities for instruction have improved during the present biennium by the occupation of agricultural hall, which was practically completed during the preceding biennium but not occupied until September, 1905. This building added about twenty-five per cent to the class room space available for purposes of instruction. The last legislature appropriated $32,000.00 for a woman's building, which is in process of construction but will not be ready for use

this biennium. It will need about an equal sum expended for its completion, besides several thousand dollars for equipment. Aside from the buildings above mentioned, most of the money expended for improvements has gone for permanent sewer, water and gas systems. Permanent walks have been laid about the grounds. The soils laboratory and laboratory of agricultural botany have been established and equipped, the agricultural chemical laboratory and the milk-testing laboratory also being extended and improved. A swine barn has been built, at a cost of $2,500.00.

The additions and improvements above mentioned have but barely kept pace with the growth of the school of agriculture, so that to-day there is greater need than ever before for new buildings to house the school and the experiment station. Buildings constructed four years ago are now so small that they will not hold the entrance classes of the regular course, nor the winter course classes, and instructors are not available sufficient to divide these classes, nor are there sufficient available class rooms for such work as stock judging, grain judging, and laboratory work in veterinary clinics and in horticulture. The heating plant has not sufficient capacity to heat the building now in process of erection, and a new heating and power plant seems imperative. The poultry interests of the state are demanding that some consideration be given to their industry.

In spite of the many and great demands for buildings necessary to put the agricultural plant on a par with similar institutions in other states, this institution is to-day offering advantages in agricultural education far superior to those offered in previous years.

The work of the experiment station has materially increased during the biennium.

A working department of agricultural botany has been established. Agronomy has been divided into a department of soils and one of field crops. Forestry has been made a department of the station.

At the central plant investigations have been undertaken in breeding strains of wheat and corn having high producing power. Rotation experiments in progress for several years show a marked increase of yield resulting from the triple effect of rotations, good tillage, and seed selection. Valuable feeding experiments have been carried on which will have a material influence on the practice in the state. Investigations of poisonous plants and of plant and animal diseases are in progress.

Cooperative experiments with about 1,900 farmers are in progress in testing the adaptability of grains and forage crops to different sections of the state. The station has greatly assisted in introducing winter wheat into the northern part of the state. In 1900 almost no winter wheat was raised there, while in 1906 over 9,000,000 bushels were harvested in this section.

The passage by Congress of the Adams act, making an appropriation for the better maintenance of the experiment stations, rendered available a sum of $5,000.00 for the year ending June, 1906, which sum is increased by $2,000.00 annually until it shall reach $15,000.00. This fund is to be used for the more technical lines of scientific investigations. Under this act, investigation of poisonous plants will proceed, several of the fungus diseases affecting fruit trees will be studied, soil investigation will be taken up, along with a study of Mendel's law of heredity.

The sub-station farm has been in operation for the last biennium, $20,000.00 being available for permanent improvements and maintenance. Within the biennium, fields have been laid off for experimental work, and thoro, systematic plans have been made for testing effects of tillage and rotation of crops on production. Production on the farm has been satisfactory. Yields of 42 bushels of winter wheat, from 37 to 48 bushels of Kherson oats, 20 to 25 bushels of durum wheat, 30 to 60 bushels of barley, two to four tons of sorghum hay, and three to four tons of alfalfa hay have been produced per acre. Valuable live stock experiments have been carried on with cattle and swine to determine methods of wintering cattle, and rations adapted to swine production where alfalfa is a leading factor in the ration.

About $11,500.00 has been expended for improvements and the inventory shows about $8,000.00 invested in live stock, tools, etc.

Many valuable results have already been secured, which will be published in bulletin form, but the beneficial influence of this station must increase with accumulated results which the years shall bring, and these results can not but be helpful to the establishment of farms in a country where farm practices are now entirely unsettled and crop production very uncertain.

The increased demand for bulletins has forced us to publish regular bulletins in 25,000 to 40,000 editions. Recently the mailing list was thoroly revised, but still we require not less than 25,000 copies for all regular editions. The cost of printing and distributing these bulletins has become so large that it would be well to consider whether special state appropriations should not be asked for this purpose.

The official report of the bulletins published for the year ending June 30, 1906, shows:

Number of bulletins	4
Total number of pages	105
Total edition, number of copies	110,000
Annual report, 137 pages	5,000
Press bulletin, 8 pages	5,000

The publications for the current year will probably equal those of the first year of the biennium.

On account of the very large number of inquiries requiring personal answer, the burden of correspondence upon departments has become very great. In addition to his duties as teacher and experimenter, the head of a department is often obliged to spend several hours each day answering correspondence, which amounts in all departments of the station and school of agriculture to 18,000 letters per year. Added to this is the labor of keeping records and experimental data and of publishing and mailing 120,000 bulletins each year, which necessitates a large office force.

While the information secured by the experiment station is widely distributed thru bulletins and newspaper reports, it has been found that the farmers' institute is the most effective organization for carrying the results of agricultural investigation to the people. This personal contact with the people seems necessary to spread information which will benefit farm practice. It is also the most effective way to teach the experimenter the needs of the people and lead him to shape his investigations so that the results will answer the questions which the farmer asks.

One hundred and sixty institutes were held during the season of 1905-1906, and 150 during the preceding year. The 310 institutes above mentioned held 995 sessions, the attendance at these sessions being 140,115 for the seasons of 1904-1905 and 1905-1906. Institutes were held in 73 counties. Fifteen men connected with the university did institute work, and 26 other lecturers were employed.

That the instruction given at this institution has been of practical value is assured by abundant testimony from nearly every point where institutes have been held. The beneficial results of institutes are seen in a more general interest of the people in the study of agricultural problems and in the adoption of those methods which have given the best results in practical operations.

At the present time a very large source of assistance to the farmers' institutes is liable to be cut off by the withdrawal of the assistance of the railroads in transporting farmers' institute speakers. This assistance has amounted in the past to about $2,500 per year. Additional superintendence has also become necessary on account of the growth of the institute movement. Twelve thousand dollars was appropriated for farmers' institutes from the general fund for the current biennium. If the institutes are to be maintained without any increase in efficiency and with only a small extension of the institute movement to the newer sections of the state, $20,000.00 will be needed for the biennium to carry on this work.

While a survey of the agricultural work in the university shows a continually increasing capacity in the class rooms, laboratories, etc., to handle students, this growth in equipment has scarcely kept pace with the growth in attendance of the school of agriculture. At the present time there is more pressing need than ever before for new buildings and for additional equipment.

The present heating plant has become entirely inadequate, and it seems necessary to build a new and permanent heating plant, which, according to the best estimates, will cost not less than $40,000.00.

The completion of the women's building and the equipment of the same is estimated to cost $38,500.00. Additional greenhouses and plant laboratories for horticulture, botany, agronomy, and entomology are an urgent necessity, and are estimated to cost $14,000.00. A veterinary clinic laboratory and stock and grain judging building, which must be built if proper facilities for class room instruction are provided, will cost $40,000.00.

A steer feeding plant, barn for farm tools, and two small farm houses with sites for the same, will cost $16,000.00.

These estimates have been made with the greatest conservatism, and in all respects are too low rather than too high to meet the needs of the institution for the next biennium. In making these estimates, some buildings which are very seriously needed have not been asked for because it has been felt that only the buildings most urgently needed could be provided within the next biennium, and that such buildings as a new horticultural laboratory and an armory and auditorium would follow the erection of the buildings already requested.

When it is considered that the marvelous growth and prosperity of the state of Nebraska is due almost wholly to her agricultural resources and that the expenditure of the money which has been asked would be used wholly for the benefit of agriculture, it would seem that the requests above made are conservative and reasonable. The value of agricultural products in Nebraska for the year 1905 amounted to $279,723,000.00. This estimate is for shipments only and does not include the farm products consumed upon the farm. The leading agricultural states bordering on Nebraska are all making liberal appropriations for agriculture, most of these states appropriating two or three times as much money for this purpose as is used in the state of Nebraska, and in all cases where money has been appropriated either for investigation or for agricultural education the agriculture of the state has immediately responded, as the result of this expenditure, by increased production which repaid to the state many times the expenditure made. Indeed it may be said that the results already secured from the money expended at the university for agriculture in the past have paid back to the state, by increased agricultural production, the entire original investment, together with many times the money now asked for agricultural maintenance and improvements.

Respectfully submitted, E. A. BURNETT,
Associate Dean in Charge of Agriculture.

REPORT OF THE PRINCIPAL OF THE SCHOOL OF AGRICULTURE.

To the Chancellor and Board of Regents:

It affords me great pleasure to say that the growth of the school of agriculture has been as marked during the biennium just closing as it was during the biennium for which my last report was made. In my last report I called attention to the fact that an increase of 100 per cent had taken place in the three years' course. The increase for that course has been about the same in the last two years. In the second year of the last biennium the attendance in the three years course was 112. The last year of this biennium will see it reach 230. The three years course seems destined to become the only course in the school of agriculture. In less than five years we expect to have at least 500 students seeking that training for agriculture which the three years' course only can give. This will necessitate the abandonment of the winter course. The winter course at the present time continues to be very attractive. When the last biennial report was made this course had registered 98 students. Last year the number registered was 170, and this year the number promises to exceed 200.

In the session of 1902-1903 and also that of 1903-1904, a course in judging live stock and grain was offered. It lasted one week only. The first year of this course 51 students registered, and the second year 49. The press of other work was then found to be so great that no attempt has been made to offer a special judging course in either of the last two years.

The following tabular statement shows the growth of the school from the date of its establishment:

1895-1896	15	students
1896-1897	33	"
1897-1898	51	"
1898-1899:		
Winter course	44	"
Three years' course	22	"
Total	66	"
1899-1900:		
Winter course	65	"
Three years' course	49	"
Total	114	"
1900-1901:		
Winter course	92	"
Three years' course	40	"
Total	132	"

1901-1902:		
Winter course	59	"
Three years' course	59	"
Total	118	"
1902-1903:		
Winter course	85	"
Three years' course	70	"
Judging course	51	"
Total	206	"
1903-1904:		
Winter course	98	"
Three years' course	112	"
Judging course	49	"
Total	259	"
1904-1905:		
Winter course	158	"
Three years' course	135	"
Judging course	39	"
Total	332	"
1905-1906:		
Winter course	170	"
Three years' course	183	"
Total	353	"

An especially pleasing feature of the work of the school of agriculture is to be found in the fact that the desire among our students to complete the course is increasing. No graduates were sent out until 1901. Since 1902 a graduating class has been sent out every year. The following table shows the number in each class:

1901	1 student
1903	10 students
1904	17 "
1905	24 "
1906	40 "

The class of 1907 will probably number 44 students.

Since agricultural hall was completed, the work of the school has been greatly strengthened. This is especially true of the work in the departments of animal pathology, botany, mathematics, and English. The department of animal pathology now offers a course in the anatomy and physiology of farm animals which compares favorably with the work in zoology offered in many colleges of liberal arts and which, we believe, is superior to the work in animal phys-

iology offered in many other agricultural institutions of college grade. It gives me great pleasure to say that the work in this course, though very difficult, is admirably done by the country boys, who constitute most of the students in the school of agriculture.

Since the appointment of Dr. F. D. Heald, botany has been greatly strengthened. It is now given a purely agricultural trend and our students begin to see why the farmer should have an acquaintance with this great science.

The most pressing need of the school of agriculture is a greater number of instructors. The best work cannot be done where the number in classes is very large. We have classes at the present time numbering more than one hundred. These cannot be divided because of the lack of instructors. It would seem that as the school is growing rapidly our teaching force must be doubled before the next biennium closes. It is especially gratifying to note that the school has the warm support of Nebraska farmers and that they begin to see the importance of having their sons attend. During the first years of its work, some farmers were not disposed to consider attendance at the school a thing which was necessary to a young farmer in order that he might enter upon his life work with greater prospects of success. Now it may be said that the school of agriculture is spoken of with respect in every portion of our state and that farmers generally feel that its work has a direct relation to the advancement of agricultural prosperity. It may be said that were it not for the scarcity of labor in agricultural communities we should have at the present time not less than three hundred students in the three years' course.

Not less pleasing than the support given to the school by the rank and file of agricultural communities is the position of esteem which it holds in those societies which have had so much to do with the bettering of agricultural conditions and which have contributed so much to the material prosperity of our state in the last ten years. All of these organizations are hearty in their endorsement of the school and its work.

In closing, let me say, the authorities have every reason to think that the provision of the buildings which are to be asked from the coming legislature will so add to the efficiency of the work of the school that before the close of the next biennium not less than six hundred young men will be found availing themselves of the advantages here offered.

Respectfully submitted,

A. E. DAVISSON,

Principal of the School of Agriculture.

REPORT OF THE DIRECTOR OF THE SCHOOL OF MECHANIC ARTS.

To the Chancellor and Board of Regents:

Gentlemen:—The school of mechanic arts is a two year "short course" in engineering. The course includes instruction in English, mathematics, physics, elementary applied mechanics, elementary steam and electrical engineering, shop work and mechanical drawing, planned, as far as possible for the needs of the practical mechanic. The work is expected to prepare young men to go into drawing rooms, or shops or power plants, where, after an apprenticeship in commercial work and methods, he will be more useful, because of his school training, than the apprentice who has not had such advantages. Students may enter this course from the eighth grade or district school, providing they are not less than sixteen years of age.

When the school was organized about ten years ago, the attendance in our regular engineering courses was small. It thus became possible for young men of limited preparation, who had neither the time nor money to finish a high school course and a four year engineering course in the university, to enjoy the advantages offered by the engineering shops, laboratories and drawing rooms, without serious interference with their legitimate use by the engineering students. As the men who would receive most benefit from the work of the school could not be reached thru the ordinary channels of communication used by the university, the course was extensively advertised for several years, and the attendance increased rapidly. A few years after the organization of the school the attendance in the regular engineering courses commenced to increase steadily, until this year the freshman engineering enrollment (exclusive of the school of mechanic arts) is 38.2 per cent of the whole male freshman registration, or 25.35 per cent of the total freshman registration, including women.

With the steadily increasing engineering registration, it was foreseen that the time would come when the shop and laboratory facilities of the engineering departments would be inadequate to care for both the courses, and no further attempts to attract students in mechanic arts were made. As a consequence, the attendance in the school has become about stationary. For the past three years we have been unable to accommodate all the students in the shops in the regular order of work. This year the situation has been particularly trying, there being a very large number of men who could not take the regular freshman shop work.

In view of this lack of room, the director of the school is of the opinion that it may soon be advisable to suspend the school of me-

chanic arts, until such time as adequate facilities for both engineering and mechanic arts students are provided. While the school could be made to do a great work, it was not the original intention, nor is it desirable, that it interfere in any way with the work of the regular engineering courses.

Very respectfully submitted, C. R. RICHARDS,
Director.

REPORT OF THE DEAN OF THE COLLEGE OF LITERATURE, SCIENCE AND THE ARTS.

To the Chancellor and the Board of Regents of the University:

Sirs:—Since my last report there has been put in operation in the College of Literature, Science and Arts, a system of partial control of the election of studies. The most important features of the system are: first, that thruout his course the student makes his selection under advice; and second, that he is required to eventually give some considerable time to a major study.

So far as I have been able to observe, those who have acted with me as advisers have done their work conscientiously and well. That upon the whole, the student body are beginning to have confidence in them as evidenced by the fact that juniors and seniors, who are, as yet, exempt from the requirements of the system, have nevertheless, in some numbers, sought advice. The work of the advisers could be made more intelligent and effective if all changes in registration, whether from delinquency or other causes, were in some degree under their control. Certainly, before planning with the student his work for any semester, the adviser should have as complete knowledge as possible of what and how the student has been doing during the preceding semester.

It is too early yet to report on the effect of the major-study requirement; since only this fall have students begun to select their majors. It is my hope and belief, however, that this requirement will act as a corrective to a tendency noted of late years, for students to avoid going deeply and thoroly into any subject whatever; instead satisfying themselves with fragments, with odds and ends, with so-called snap-courses.

At the best, the task of the adviser is not an easy one. Consider, for a moment, the bewildering variety of courses opened to our undergraduate students. The calendar shows some 760 courses, single departments offering 30, 40, and even 50. Thru such a maze, even the better students, taking careful advice, can but hardly hope to successfully thread their way to the goal of a well rounded, complete, and symmetrical training. One wonders, at times, whether with our exceedingly limited number of teachers working full time and more, instruction in so many and varied lines can be as sharp

and definite and to the point, as well adapted to the student, as if a smaller number of well thought out and carefully planned courses were offered. That, in many of the courses, students of all degrees and kinds of training are mingled in the same classes can hardly fail to add to the confusion. What wonder that many a student, instead of securing a real education, is merely getting dizzy.

Quite important is it that this state of affairs should be corrected; for the world is daily requiring more and more carefully trained men, while the difficulty of giving the proper training is as steadily increasing. Change not merely in the details but in the very foundations of our science, our art, our criticism is the order of the day. With difficulty can even the trained specialist keep in the line of progress. Therefore we must have better training for the morrow.

The training should be made more accurate, more connected, more inspiring. In each department, so it seems to me, there should be a nucleus of well selected courses, in a definite sequence, and under experienced teachers. Not to catch many students nor to spread out a large program should be the aim, but rather to so teach as to make a permanent and lasting impression upon the student, to give him such a taste of thoroness that he shall ever after be dissatisfied with the incomplete and the vague, and distrustful of all half-knowledge. There is something wrong when, at the end of the second year, in one large department, a bare 20 per cent of a class show themselves above medium grade, a large number being men who have failed and failed again. It is unfair to the better students that a class should be so weighed down. It is unfair to the people of the state that their money should be lavished upon those unwilling or unable to profit by the advantages here offered. The student who is not profiting had better not stay. The student who comes unprepared to profit had better go back to the schools. In the end, adherence to these principles will help the students, will help the university, will help the schools, will help the State.

To be sure we must do our part. The opportunities both for student and teacher must be increased. For example, that in so important a department as physics, students should be hampered in their work by the lack of anything like sufficient apparatus, is most deplorable. I understand that students have to bunch their work into half or even a third of a semester in order to get the use of the little apparatus there is; and that, moreover, they are obliged to have their work in serious conflict with other laboratory courses, it being impossible, with the limited apparatus, to so arrange the work as to alternate with these. Similar conditions are impending in other lines of work.

Bettering of the equipment not only helps the students, but what is scarcely less important, the instructors. It is not, however, the most important means to this end. There is needed freedom for

development all along the line. The teacher who can become a leader (would we had no other sort) should not be hampered by the necessity of practicing petty economics, nor should he be buried in routine work; still less should he be thwarted in his advancement by the jealousy and misunderstanding of those unable to properly appreciate his insight and initiative. An able instructor has rights which the head of the department, even tho he be an inferior, ought to respect. From the poorly paid assistant up, whoever has the power to push ahead should be given every incentive to do so. Above all things else, the university stands for the advancement of learning; therefore, for investigation, for more investigation, for investigation continually. Wise is she, indeed, to have her scholarships and fellowships to invite young men and women into the Republic of Scholars; but foolish is she, if, the invitation accepted, she so loads them down with routine work, that zest and energy for investigation are all but smothered. Foolish also is she, if those who should lead our scholars and fellows are likewise hampered. Thus is the stream of knowledge blocked at its source and the creation of enthusiasm for research rendered impossible.

Therefore, I plead for increase in our corps of instructors, especially by the addition of young men of promise. Therefore I also plead for the greatest possible liberty to all instructors in the development of their ideals.

Respectfully submitted,

ELLERY W. DAVIS.

REPORT OF THE DEAN OF THE COLLEGE OF MEDICINE.

To the Chancellor and Board of Regents:

In tendering my third biennial report as Dean of the College of Medicine, I should call attention at the start to the fact that the affiliation consummated in 1902 has developed more strength than the most optimistic could have hoped. The advantages of laboratory work on the campus of the university and under the influence of a university atmosphere have been so marked that the clinical teachers speak of the training of the students as exceeding their most sanguine expectation. On the other hand the growth of clinical facilities in Omaha has been such as to give the students opportunities for practical work that are proportionally equalled by very few institutions in the United States. Indeed, the entire situation is so attractive that it has appealed to medical men of the highest type; and in seeking for heads of the departments of gynecology and dermatology, we were able to secure men of broad training and thoro scholarship who found the advantages in our institution adequate to draw them away from one of the largest and most prominent medical schools of the west. On our part the additions of Drs. Findley

and Schalek to the clinical faculty have been sources of strength in giving us two men of national reputation and of ability as teachers, to strengthen the already effective clinical faculty.

During the biennium just passed the total number of students has fallen off slightly as the following table of attendance will show. The figures are taken from the annual announcement

	LINCOLN	OMAHA	TOTAL
1904	92	58	150
1905	107	35	142
1906	113	25	138

The presentation of the figures in this form shows, however, that the reduction in numbers was due to the exceeding small size of the junior and senior classes during the last two years. Now these represent the classes which were entered immediately after the consummation of the affiliation and the very radical advance in standards which took place at that time. The graduating class of last year numbered only seven persons, the smallest graduated in many years. From now on the number is sure to increase somewhat and that in spite of the distinct advance in entrance standards every year. It is to be hoped that the college may keep pace in this respect with the higher type of medical schools, and make effective at an early date an even more considerable advance in entrance requirements. These now stand somewhat above those of the average private medical college, but to train men properly for the highest type of professional work, the requirements should be made to include at least one year of college work, embracing the subjects of German, chemistry and animal biology which are looked upon by the students of medical education as essential preliminaries to taking up a satisfactory course in modern medicine.

If the number of graduates the past year was small the college may yet congratulate itself on the high standing they have achieved, since in the last examination held by the Nebraska State Board of Health the average standing obtained by the class was 86.7 per cent. and two persons achieved an average record of 92.2 and 94.2 per cent. Not a single other candidate among the forty-nine examined made a record of 90 per cent. and no other school had an average record of over 81 per cent. It is the ambition of the college to prepare students so thoroly that they will meet abundantly all demands of the most exacting state board examination.

The most important part to chronicle in connection with the work in Lincoln is the establishment of specific departments covering different subjects. This move which was recommended in my last report has been productive of efficiency, ease in administration, enthusiasm, and added push on the part of the persons in charge of the different phases of the work, and at no time has there been such a satisfactory condition in the teaching force in spite of the difficulties under which the men are working. The establishment of independent departments may advantageously proceed somewhat further.

The publication of the bulletin of the college of medicine has proved a desirable means of making known the work and aims of the college among a wide circle of the most desirable type. It should be continued with increased support and the results from it will redound to the benefit of the university in general as well as to the college of medicine in particular. By the introduction of certain preliminary clinical courses, approved by yourselves last year, the curriculum in Lincoln has been distinctly strengthened, and the somewhat abrupt transition from the two years of laboratory work to the two years of clinical work has been bridged over.

In addition to the changes in Omaha already referred to, a number of subordinate appointments have increased the numbers and strengthened the character of the faculty as a teaching body. During the past year the college building there has been remodeled, the clinical laboratories improved, and the rooms devoted in earlier years to the elementary laboratory work made over to suit purposes in connection with the clinical instruction. The most important of the modifications was the outfitting of a medical museum to contain representative specimens for use in diagnosis and instruction. The United States army medical museum made a noteworthy addition to our new museum by sending from their collection of duplicate material one hundred specimens representing diseased conditions. The value of such a museum in the work of the college can hardly be overestimated.

The minds of the friends of the university and college were favorably attracted to the college of medicine by the celebration of its quarter centennial at the last commencement. This was undertaken by the alumni, carried out in a dignified manner, and served to emphasize the honorable position which the college has held in the development of this state and the Trans-Mississippi region.

For the work in Lincoln there is great need of increase along several lines. The amount of space available for the giving of instruction is utterly inadequate. Under the present conditions classes representing different departments are compelled to recite in laboratories illy arranged, and even unfitted for the work in which they are engaged. One instructor has been compelled at a given hour, for instance, to hold his class in three sections in three separate laboratories, in order to secure sufficient space. Such arrangements are costly in their demands on the energy of the instructor as well as in their evil effects on the work. In general the work of this college with its intensive laboratory exercises demands an amount of space which might seem unduly large in comparison with other subjects. The equipment is also in need of increase to provide for the larger number of students. It is impossible to give work in histology and bacteriology, without having for each student a microscope, and for work in physiology and pharmaco-dynamics other individual apparatus is demanded. A single appropriation adequate to equip the various laboratories reasonably would greatly improve

the work and also lighten it for the teaching force. The custom of biennial appropriations for apparatus and the very large growth of this department within the last biennium has placed it in peculiarly straitened circumstances.

The same statements apply mutatis mutandis to the teaching force. I should particularly recommend the appointment of some individual to represent the university officially at the college building, in Omaha, and to carry such a part of the laboratory teaching as it seems wise to put over from the first two years into the last two. The increase in numbers has been particularly trying on those departments which involve extensive manipulations in the preparation of class material. Courses like histology and embryology, bacteriology and pathology, or physiology have grown so much that the time of a single man is not sufficient to make ready the class material for use in the course. As a result the instructor in charge is overburdened with technic without being able under the most favorable circumstances to finish his work. Some steps should be taken to relieve the strain in these departments by granting them additional assistance.

It should also be borne in mind that none of these departments limits its activities exclusively to the training of technical students alone. Students in general courses also elect the work along one line or another in the college of medicine and having secured a training in the specific field from the most modern view point, go out to disseminate this knowledge among the people while at the same time public officials from all parts of our state are bringing to our departments for decision questions of the utmost importance for the welfare of the community. In case the work of any department is inadequately supported, important influences suffer, and the effect is felt beyond the narrow limits of the university itself.

All of which is respectfully submitted,

HENRY B. WARD,
Dean of the College of Medicine.

REPORT OF THE DIRECTOR OF THE SCHOOL OF FINE ARTS.

To the Chancellor and Board of Regents:

The work of the School of Fine Arts has been greatly facilitated by the recent addition of large casts, purchased jointly by the university and the Nebraska Art association.

Since the last biennial report a number of students from this department have entered advanced classes of eastern art schools where their preparation has won special commendation. A few have reached the professional field and are employed as teachers, illustrators and engravers.

While this is gratifying it is to be regretted that more use is not made of the department as a factor in general education. This is particularly desirable for scientific students whose work would often be materially strengthened by the training of eye and hand in free-hand drawing. This definite enlargement of the department's usefulness can be brought about only by hearty cooperation of the other departments.

In several smaller cities in the state drawing has been added to the public school curriculum. Its introduction in other towns will follow. It may, therefore, be urged that students expecting to become teachers will do well to equip themselves for this work while at the university.

To meet the growing demand for handicraft, a class in design has been started this semester to be followed by several forms of arts and crafts.

Respectfully submitted,

SARA S. HAYDEN,

Director of the School of Fine Arts.

REPORT OF THE DEAN OF THE COLLEGE OF LAW.

To the Chancellor and Board of Regents:

At the time the requirement for admission to the college of law was raised to 28 credit-points, or a full high school course, it was generally predicted that the increased entrance-requirement, in conjunction with the increase in the course of study, would result in a very considerable falling off in attendance. I so far shared in this belief as to predict that the attendance for the school year 1904-1905, the first year in which the whole student body was governed by the increased requirement, would not exceed 150. It is gratifying to be able to report that the attendance for that year actually reached a total of 160, and that the next year, 1905-1906, the attendance was 193. At the opening of the present school year, 173 students were registered; which indicates that the increase will remain permanent. When it is remembered that under the low entrance requirement and two-year course, the highest attendance in any one year was 182, it will be seen that nothing is to be feared even in the matter of attendance from the maintenance of a proper entrance requirement.

There is a general feeling among those engaged immediately in legal education that the requirement of a high school education as a minimum for entrance is still too low. It is probable that the association of American law schools will insist eventually upon at least two years of college training as an entrance requirement. In my opinion, we should not hesitate to keep abreast of the requirements of that association as they may be advanced from time to

time. I do not favor waiting for the statutory requirements for admission to the bar to be first raised correspondingly. The universities have the right and the duty of insisting upon the value of their law degree. What shall be required for a degree is an academic question. If the requirement for entrance to the schools is placed where it should be on academic grounds, the statutory requirements for admission to the bar must ultimately follow. For the State cannot afford to have its lawyers ill-trained. The injurious consequences of entrusting the administration of justice to mere rule-of-thumb practitioners are already becoming manifest.

With the legislatures of forty-six states and two territories, not to mention the federal legislature, hard at work at their annual or biennial grist of lawmaking, it is evident, now that the growing point of our law has so completely shifted to legislation, that the unity of our legal system must be fought for if it is to be preserved. Moreover, the antiquated organization of American courts, the backwardness of American judicial procedure, and the unsatisfactory character of American criminal justice, are certain to call for the highest powers of well-trained common-law legislators in the near future. Hence the lawyers of to-morrow, knowing the principles and the practice of the law no less thoroly than those of yesterday, must be equipped with a better knowledge of the legal systems, the judicial organization, and the modes of dispatching legal business in the rest of the world, and a surer knowledge of the history and progress of law reform, than has been needful hitherto. But a small part of this necessary scientific equipment may be furnished by the law schools. The student must come to the law school with a foundation in history, in economics, in politics, and in sociology which general college training alone can supply.

The work along purely practical lines outlined in my last report has been developed as planned. It is not too much to say that it has proved even more successful than was anticipated. But a caution is needed in this connection. It has been said that "law schools make tough law." We must take heed, therefore, that students do not go forth with the notion that all the eccentricities of merely local practice are immutable portions of the legal order of nature. We must be careful not to give an enduring character to what is purely provincial. I do not mean that we should ever permit a conflict between the law taught in the schools and that administered by the courts. But we should unhesitatingly point out the relation of local practice and local case law and local legislation to the practice and case law and legislation of the whole country and of the English-speaking world.

Much-needed additions to the teaching force have made it possible to carry out and to go somewhat beyond the recommendations as to improvement in the curriculum made in my last report. We now require for graduation 14 hours a week of class-work during

the first year, and 16 hours a week during each of the two years succeeding. In addition to the practice courts, we now offer 58 hours of instruction a week in each semester, of which 42 hours are required, 13 hours are elective, and 3 hours are in extra courses for which no credit is given. Now that the work in public law, too long suspended, is amply provided for, I do not anticipate that any change of importance in the curriculum will become necessary for some time to come.

The most urgent needs of the college of law are a better and a larger library and more room.

Our library facilities remain inadequate. The funds available —matriculation, diploma, and library fees—would suffice to **keep** up a library, but they do not suffice to **build** up one. The state library, which is complete and well kept up, enables us to get along better than would otherwise be possible. But it is highly inconvenient both to students and to those for whom the state library is intended to have the present general use of that library by students continue. I desire to urge once more that early and adequate provision be made for a library suitable to our needs.

The need of more room is even more pressing. During the last semester, the reading-room would not accommodate one-half of the school at any one time. It is crowded to its full capacity at all times, and it becomes necessary to use the practice-court rooms and lecture rooms so far as possible in addition, without even then meeting the demand. Two of the lecture rooms will barely seat the present classes. Moreover, all are used to their full capacity, so that for example, of 18 hours a week offered in the department of jurisprudence and public law, and open to students of all colleges, it is necessary to assign eleven hours (or four out of seven courses) to the same hour. The inconvenience to students, particularly to students taking the combined six year course, is manifest. Until such time as a building for the college of law is to be had, I earnestly hope that at least the whole of one floor of university hall may be assigned to us.

Respectfully submitted,

ROSCOE POUND,

Dean of the College of Law.

REPORT OF THE DEAN OF THE GRADUATE SCHOOL.

To the Chancellor and Board of Regents:

Dear Sirs:—I have the honor to submit the following brief report in behalf of the Committee on Graduate Students and their Studies. There are in attendance in the Graduate School this semester one hundred and four students, sixty-one of whom are new

matriculants. Of the whole number enrolled sixty are men and forty-four women. These students are carrying work in the following subjects:

Agronomy	2	Geography	2
Bacteriology	4	German	6
Chemistry	6	Greek	4
Civil Engineering	4	Latin	3
Home Economics	2	Law	1
Education	14	Mathematics	3
Electrical Engineering	2	Philosophy	7
Mechanical Engineering	2	Physics	2
English Literature	22	Pol. Economy and Commerce	1
Entomology	3	Pol. Science and Sociology	12
Ethics	1	Psychology	5
Forestry	4	Rhetoric	7
American History	11	Romance Languages	2
European History	5	Zoology	7

Of the hundred-and-four students thus at work at the present time, twenty are candidates for the degree of Ph. D., sixty-one of A. M., and four for degrees in engineering. Nineteen are registered without reference to a degree.

Of the whole number registered, sixty-three are alumni from our undergraduate colleges, forty-five holding the degree of A. B., and nine of B. Sc. Twenty are registered in science courses, and sixty-five in other courses leading to a degree. Of the forty-one students coming to us from other institutions, eleven are graduates from colleges in Nebraska, while thirty bring degrees from institutions without, as follows:

Illinois	4	Missouri	4
Indiana	1	Oregon	2
Iowa	3	Pennsylvania	2
Kansas	5	University of Tokio, Japan	1
Kentucky	1	West Virginia	1
Michigan	3	Wisconsin	2
Minnesota	1		

All of which is respectfully submitted.

L. A. SHERMAN,
Dean of the Graduate School.

REPORT OF THE INSPECTOR OF ACCREDITED SCHOOLS.

To the Chancellor and Board of Regents:

I have the honor to submit the following report of work done in the department of inspection since my appointment as Inspector of accredited schools, September, 1904:

ACCREDITED SCHOOLS.

When I acceded to the inspectorship approximately 120 high schools were accredited to the university of Nebraska. In this list there was no distinction between the three year and four year high schools; no limitation upon the number of credit points the smallest and weakest school might offer; no standards fixed as to a balanced course of study, library and scientific equipment, proper length of recitation period and laboratory study of the physical and biological sciences; and no late official printed list of accredited schools.

My first task was to secure the active cooperation of a large and influential committee on accredited schools consisting of the deans and heads of interested departments. The creation of this committee has had two happy results: it has brought the heads of departments into an intimate acquaintance and sympathy with the conditions and necessary limitations of the high schools of our state, and to me the committee has been invaluable by reason of its conservative advice, its firm insistence upon standards and its assumption of responsibility in delicate decisions.

No new school is accredited until the school board and superintendent formally request; until its course of study is balanced in language, mathematics, science and history; its library, laboratory, equipment and educational preparation of its faculty—shown in a statistical report—found sufficient; and until the inspector has examined the school, consulted with the school board, and made a confidential favorable report.

A similar examination and confidential report is made on each school each year, and in the case of a weak school sometimes two or three such reports during the year. These reports, on a specially prepared blank, touch upon the material plant, teaching power of faculty, financial resources of district, attitude of town toward higher education and recommendations made to the board. These reports are filed, and will become of increasing value in some future history of Nebraska schools.

One hundred and thirty visits were made the first year and at the close of the schools were formally classified and accredited. This differentiation and insistence upon definite standards necessarily caused friction in a few schools, but this has now wholly disappeared. The past year one hundred and sixty visits were made.

In each school each year an address—from twenty to thirty minutes in length—is made to the assembled high school. In 1904-5 I gave these students reasons why they should go to college; in 1905-6 some problems they would meet if they went to college, and this year, the privileges and pleasures of a college life.

Schools are accredited but for one year. Each June to the superintendent and secretary of board a formal notification of accreditment for the following year is sent, signed by the chancellor and inspector.

On my personal recommendation to school boards over four thousand dollars have been expended in scientific and library equipment; this is wholly in addition to the usual annual appropriations for these objects and indicates a phenomenal development in the equipment of our accredited schools.

I have contributed articles each month to the University Journal on matters of interest to the accredited schools and during most of the time similar articles to the Nebraska Teacher.

Nothing shows more surely the closer relations between the secondary schools and the University than the growth in the correspondence the past two years. During the first month or two hardly six letters a week were received. During the past year six letters each day is more nearly the average. This heavy correspondence has been performed without one cent of expense to the university for stenographer or typewriter.

After a careful study at Chicago in March, 1905, of the North Central association of colleges and secondary schools and its statewide system of accreditment, I was authorized by the chancellor to give conservative encouragement to this organization. On my recommendation six Nebraska accredited schools were admitted into this larger union last spring and several others will be added this year.

Has all this work paid the university? Two years ago there were 120 accredited schools. To-day there are 145 and fifteen more are ready for action by the committee.

A year ago last spring statistics compiled by the registrar showed that from the 120 accredited schools nearly 1600 students were in the university. From the remaining 325 unaccredited high schools in Nebraska only 272 students had come. Moreover, 12 per cent of these 272 were failing or doing poor work, whereas of the accredited school students a trifle over 6 per cent were delinquent. Statistics compiled in October, 1906, show that the freshman class is the largest in the history of the university. Of this record-breaking freshman class 70 per cent come from our accredited schools, 7 per cent from the unaccredited and the balance from normals and schools outside of state. Since these outside schools are the large schools accredited to adjacent state universities, it follows that over 90 per cent of our freshman class comes from accredited schools. That is, a relatively small number of accredited schools are practically furnishing the university its entire attendance and rapidly increasing that attendance. The better the school the better the student, the more likely he is to go on with his education.

The conclusion is clear and convincing. Whatever the chancellor and regents can do to increase our accredited schools will increase our attendance and increase our scholarship.

THE HIGH SCHOOL MANUAL.

A year ago the edition of 1902 of the High School Manual having been exhausted, a new edition of 5,000 copies was printed, of which half the expense is paid by the state department of Public Instruction. More than 4,000 of this edition have been called for by the schools. This unprecedented demand is due to the unusual helpfulness and completeness of the new manual. The introduction contains model courses of study, a list of foundation books for the library and a statement of the process, conditions and advantages of accreditment. The balance of the manual is devoted to detailed treatments of each subject taught in the high school, such as the ground to be covered, methods of presentation, list of recommended texts and desirable reference books on the subject for the library. In addition in the case of science courses, the laboratory equipment is described and addresses of responsible supply houses given. A year hence a new edition will be necessary and for this Supt. J. L. McBrien and I have proposed a plan which has been endorsed by the committee on accredited schools and the superintendents' and principals' section of the N. T. A. We suggest the appointment of a committee of three on each subject—the head of that department in the university and two public school men of known experience and success in teaching the subject. It is expected that this plan will produce a manual of even greater practical helpfulness than the present one.

THE UNIVERSITY JOURNAL.

Two years ago the need of some means of regular communication between the university and the secondary schools led me to recommend a monthly journal devoted to the mutual interests of these parts of our public school system. Through the generosity of the regents and the cordial assistance of the chancellor, I organized an editorial staff, arranged for its publication, prepared the mailing lists and have since been responsible for its monthly appearance. An issue of 5,000 copies is mailed each month to the superintendents, principals, high school teachers and president and secretary of each high school board in Nebraska, to other state educational institutions and to alumni of this university. The cost to the university for this journal is approximately $250.00 a year—a very low expense in view of the good accomplished. Under the editorial supervision of Prof. H. K. Wolfe, the Journal begins a new year, more attractive in form and more helpful in matter.

THE SUMMER SESSION.

As director of the summer session the past three years, it has been my duty to arrange courses, hire the instructors, prepare the catalog, advertise the school, attend to part of the correspondence,

and during the six weeks of the session consult with students, arrange the social functions and public lectures, and properly report the same to the daily press. Each summer the expenses have been kept well within the funds allowed me.

In 1904 the attendance (278) was with one exception the largest on record. In 1905 it fell to 213. Last summer a union of every college and university in Nebraska, except one, was effected—a union never before effected in any state. The grade and normal work was done in the Wesleyan University buildings, and the high school and college work in the University of Nebraska. The faculty was drawn from each of the participating institutions while the advertising was wholly done by this university. The total registration was over 600—being 365 in the grade section and 242 in the high school and college section. While the increase in the university's section was not up to expectations, the total attendance was so large and the unifying results so gratifying and so prophetic of future united efforts by the higher educational institutions that the session must be called an emphatic success. Especially gratifying is the increasing proportion of high school teachers, through whom largely the university must exert its influence.

The only change recommended is an increase in the college and graduate courses in future sessions.

HIGH SCHOOL NORMAL COURSE.

Last winter Supt. J. L. McBrien proposed a course in methods for high school graduates contemplating rural school teaching. Recognizing the need which this plan sought to meet and also the danger of superficiality involved, the inspector, supported by the university faculty, proposed limitations upon the eligibility of schools, the preparation of syllabi of the courses of study by expert committees, and promised that in this event entrance credits would be allowed in agriculture and methods. Supt. McBrien enthusiastically adopted the suggestions, appointed influential committees on which university men are strongly represented, and has just issued a manual for the guidance of high school teachers, which must be very helpful. Respectfully submitted,

T. MOREY HODGMAN,
Inspector of Accredited Schools.

REPORT OF THE DIRECTOR OF THE AFFILIATED SCHOOL OF MUSIC.

To the Chancellor and Board of Regents:

The affiliated school of music has made substantial progress since the last biennial report in all that is required for, or incidental to, the success of a thorough college of music especially in point of numbers, faculty, and of courses offered.

In theoretical work, complete courses are offered in musical history, harmony and composition, elementary theory and ear training. In applied music, piano-forte, voice, violin, brass and wood wind instruments of the modern orchestra. Classes in ensemble training in different departments meet regularly and public concerts by the students and faculty occur monthly. During the year past some of the great instrumentalists and singers of the world have been heard in Lincoln under the auspices of the school, and the climax of these efforts was the establishment of the May Music Festival, on which occasion the famous Theo. Thomas orchestra, noted soloists and the university chorus of two hundred voices presented standard choral and instrumental works of the great masters.

The school is entirely self-supporting, being at no expense to the State, and being without endowment is dependent for its success upon proper management and the fees received for instruction. Its faculty, however, is subject to the approval of the board of regents. It commenced under the present organization in 1894. Since the first it has increased and for the past six years the attendance has been as follows:

1900-01	1901-02	1902-03	1903-04	1904-05	1905-06
285	310	340	360	404	516

It has therefore grown nearly one hundred per cent during the above period, with the present attendance larger than at any previous time.

The object of the school is to educate teachers, to develop the artistic spirit in the fullest sense, and to give the greatest attention to the intellectual side of music study.

Theoretical instruction is given almost exclusively in classes, while applied music is by private lessons. A special course has been planned for the education of supervisors of music in the public schools. This is proving to be an important and popular course. The school has outgrown its present quarters so far as a dormitory is concerned, as all rooms in the building are needed for instruction and practice. So that the problem now to be solved is a place of residence for those who come to us for the special purpose of music study. Respectfully submitted,

WILLARD KIMBALL,
Director of the University School of Music.

REPORT OF THE REGISTRAR.

To the Chancellor and Board of Regents:

I have the honor to submit the following statistics of the students in attendance during the biennium ending June 30, 1906:

SUMMARY OF STUDENTS IN ATTENDANCE, 1904-1905.

The graduate school		125
The college of literature, science and the arts—		
Fourth year	128	
Third year	161	
Second year	173	
First year	293	
Unclassified	217	— 972
The industrial college—		
Fourth year	46	
Third year	67	
Second year	129	
First year	219	
Unclassified	12	
The school of agriculture	332	
The school of domestic science	23	
The school of mechanic arts	24	— 852
The college of law—		
Graduate	3	
Third year	18	
Second year	55	
First year	84	— 160
The college of medicine—		
Fourth year	28	
Third year	7	
Second year	22	
First year	35	
Combined group	26	
Unclassified	24	— 142
The school of fine arts		95
The university school of music		406
The summer session		278
Grand total		3,030
Deduct for repeated names		302
Total registration		2,728

SUMMARY OF STUDENTS IN ATTENDANCE, 1905-1906.

The graduate school		120
The college of literature, science and the arts—		
Fourth year	149	
Third year	151	
Second year	189	
First year	287	
Unclassified	210	— 986

The industrial college—		
Fourth year	69	
Third year	73	
Second year	122	
First year	269	
Unclassified	14	
The school of agriculture	350	
The school of domestic science	22	
The school of mechanic arts	21	— 940
The college of law—		
Third year	50	
Second year	56	
First year	83	
Special	4	— 193
The college of medicine—		
Fourth year	8	
Third year	18	
Second year	33	
First year	25	
Combined group	27	
Unclassified	27	— 138
The school of fine arts		82
The university school of music		516
The summer session		211
Grand total		3,186
Deducted for repeated names		272
Total registration		2,914

RESIDENCE OF STUDENTS IN NEBRASKA BY COUNTIES, 1905-06.

Adams	28	Custer	26
Antelope	16	Dakota	9
Boone	32	Dawes	6
Box Butte	6	Dawson	32
Boyd	3	Deuel	1
Brown	3	Dixon	16
Buffalo	27	Dodge	37
Burt	41	Douglas	159
Butler	38	Dundy	1
Cass	51	Fillmore	38
Cedar	18	Franklin	8
Cherry	6	Frontier	3
Cheyenne	8	Furnas	22
Clay	48	Gage	68
Colfax	24	Gosper	6
Cuming	28	Greeley	6

Hall	21	Pierce	5
Hamilton	17	Platte	16
Harlan	16	Polk	28
Hitchcock	3	Redwillow	11
Holt	8	Richardson	36
Howard	11	Rock	1
Jefferson	27	Saline	48
Johnson	16	Sarpy	17
Kearney	11	Saunders	50
Keith	4	Scotts Bluff	3
Keya Paha	3	Seward	28
Kimball	2	Sheridan	5
Knox	11	Sherman	3
Lancaster	1101	Sioux	1
Lincoln	12	Stanton	8
Loup	1	Thayer	23
Madison	23	Thomas	1
Merrick	20	Thurston	2
Nance	13	Valley	17
Nemaha	22	Washington	9
Nuckolls	31	Wayne	6
Otoe	40	Webster	25
Pawnee	34	York	41
Phelps	23		

RESIDENCE OF STUDENTS BY STATES AND COUNTRIES, 1905-06.

Arkansas	2	New York	1
Australia	1	North Dakota	3
California	5	Ohio	2
Colorado	10	Oklahoma	3
Connecticut	1	Oregon	3
England	1	Pennsylvania	3
Georgia	2	Philippines	6
Idaho	1	Rhode Island	1
Illinois	10	South America	1
Indiana	2	South Dakota	26
Iowa	88	Tennessee	1
Japan	3	Texas	1
Kansas	23	Utah	1
Maryland	1	Vermont	1
Minnesota	1	Washington	1
Missouri	12	Washington, D. C.	1
Montana	4	Wisconsin	4
Nebraska	2670	Wyoming	14
Nevada	1		2914
New Jersey	1		
New Mexico	2		

Respectfully submitted,

E. H. CLARK,
Registrar.

APPENDIX "A"

Nebraska Teachers' READING CIRCLE WORK

COUNTY CERTIFICATES

PROFESSIONAL STATE CERTIFICATES

MEMBERS OF THE READING CIRCLE BOARD

R. C. King (1909) ..... President
Otoe County Supt., Nebraska City.

E. L. Rouse (1910) ..... Vice-President
Supt. City Schools, Plattsmouth.

M. R. Snodgrass (1908) ..... Treasurer
Instructor State Normal, Kearney.

Anna V. Day, (1907) ..... Secretary
Gage County Supt., Beatrice.

J. L. McBrien (ex-officio) ..... Manager
State Supt. of Schools, Lincoln.

The members are elected, one each year, for a term of four years by the Nebraska State Teachers' Association at their annual sessions during the holiday season.

COURSE FOR 1906-1907

CULTURE BOOK

Sherman and Reed's **Essentials of Teaching Reading,** published by the University Publishing Co., Lincoln, Nebraska.

PROFESSIONAL READING

1st Year Book—White's **Elements of Pedagogy,** published by the American Book Company, Chicago.

2nd Year Book—Putnam's **Text-book of Psychology,** published by the American Book Company, Chicago.

RE-ENDORSEMENT

The Nebraska Teacher was re-adopted as the official organ of the Board. Items of interest to the members of the Nebraska Teachers' Reading Circles will appear in the Reading Circle Department from month to month.

The Little Chronicle.— A 32-page weekly News Text, carefully correlated with the regular texts in Geography, History, Civics, etc. Its matter is so presented as to lead the pupil to his text-book with a real interest in its answers to his questions. It forms, therefore, not the basis of an additional study, but the natural apperceptive approach

to all studies from their common meeting ground—Life. Being written for children above Fourth Grade, with due regard to accepted pedagogic principles, it does for the teacher what her time and resources will not permit her to do for herself. The regular price of The Little Chronicle is $1.50 per year, but a special rate is made to Nebraska teachers of $1.00 per year; or teachers may subscribe at the rate of two cents per week for ten months. The Little Chronicle Press will be glad to send sample copies for a test in the hands of pupils, and special rates are made to school clubs.—The Little Chronicle Press, Chicago.

WORK REQUIRED

At the meeting of the Reading Circle Board of the Nebraska State Teachers' Association, held in the office of the superintendent of public instruction, Lincoln, Nebraska, March 10, 1905, with all members present, a three years' course of professional reading was decided upon as follows:

1st year.—Elementary methods and pedagogy.

2nd year.—Elementary psychology.

3rd year.—School management.

It was also decided that a general culture book accompany the professional book each year.

At a meeting of the board, held in Omaha, March 24, 1906, the following books were adopted for the reading circle course for 1906-1907: Culture book, Sherman & Reed's **The Essentials of Teaching Reading**; first year professional reading, White's **Elements of Pedagogy**; second year professional reading, Putnam's **Text-book of Psychology**.

The minimum requirement of reading circle work for the year 1906-1907 will be a careful reading of any two of the books in the course. It is recommended that teachers study the culture book and either one of the professional books.

Those who have never taught and those with but a term or two's experience, should select White's Elements of Pedagogy as the book on professional reading; strong second grade teachers, first grade teachers, and those holding state certificates should select Putnam's Text-book of Psychology for the professional reading. It was deemed wise to give those who have already earned credits by studying such books as Sabin's "Common Sense Didactics," Page's "Theory and Art of Teaching," etc., opportunity for advance work by this study in psychology.

Under the new law for the certification of teachers, first and second grade county certificates may be renewed, without examination, at the discretion of the county superintendent, under such requirements as may be imposed by the superintendent of public instruction for the pursuance and completion of reading circle work, and attendance at teachers' associations and county institute.

Several high schools will maintain classes among their pupils in Sherman and Reed's **Essentials of Teaching Reading** and White's

Elements of Pedagogy; and Putnam's **Text-book of Psychology** will be popular among the city teachers as well as the advanced rural teachers.

ESSENTIALS OF TEACHING READING

This book is a happy combination of literature of high culture value, and facts concerning reading and teaching reading that all Nebraska teachers should know.

It is an especially timely book in that it includes in one volume the information necessary for a teacher who is preparing either for actual schoolroom work, or for the taking of an examination, or both. The questions in reading of the state examiners will be based on this book.

The book is written by E. B. Sherman and A. A. Reed, both specialists in English as well as experienced observers and supervisors. The book contains no eccentric ideas or visionary ideals. It is practical from beginning to end.

The style is clear, smooth, and concise. The use of black-faced type for topic sentences adds greatly to the clearness and attractiveness of the book. At the end of each chapter is an outline of the subject matter of that chapter as well as a list of questions headed "For Review and Suggestion." These features will be found particularly valuable in the work of reading circles.

The subject matter of the book is divided into four parts. Part one treats in a concise yet comprehensive way of the mechanics of reading, time, grouping, melody, force, and quality. It contains much good literature as illustrative material.

In part two, interpretative reading is treated under the headings of types and figures and effects. This part is especially concise and pointed.

Part three, methods, contains seven chapters on such subjects as primary reading, assigning the lesson, classification of material, obstacles to good expression, using the dictionary and articulation. The method suggested in primary reading includes the best features of the word, the sentence and the phonic methods. It is a definite, systematic method, practicable in rural as well as in city schools. It is so arranged as to permit the use of any good series of readers.

The chapter on articulation includes thirty-nine exercises, all intended to train distinct and correct enunciation.

While some of the best literature in the language is used in the early parts of the book, still it is the fourth part that is of the greatest culture value. Here are found under proper classification and with valuable introductions, many high grade selections of time proven worth. Such authors are represented as Longfellow, Whittier, Holmes, Lowell, Browning, Gray, Bulwer-Lytton, Hawthorne, Irving, Lincoln, Roosevelt, Bryan, Chas. Fowler, Grady, Webster and Mark Twain.

The book is well printed, well bound, and well indexed. It ought to prove a book of great permanent value to the teacher as well as one possessing remarkable cultural and informational value.

Essentials of Teaching Reading will be supplied to the members of the teachers' reading circles through county superintendents or county or local managers, or by mail from the publishers at $1.12 per copy.

WHITE'S ELEMENTS OF PEDAGOGY

This is a standard treatise on the subject, and is everywhere recognized as authority. It is especially valuable to the teacher because of its detailed presentation of special methods of teaching reading, language and grammar, geography, and arithmetic. The volume includes a condensed presentation of psychology as the true basis of pedagogics; a clear and forceful presentation of the principles or maxims now accepted as embodying the theory of Pestalozzian education; and a general presentation of the subject of method preceding the special methods mentioned above. So comprehensive a book as this is almost indispensable to the teacher of whatever grade of work, and of whatever length of experience. Every teacher should possess this book, and should become familiar with each part of it through continued and careful study. Accompanying the book is a full outline of the work, which contains some supplementary studies and citations of authorities. This outline is provided with a gummed edge, and is to be inserted within the cover of the volume.

White's Elements of Pedagogy will be supplied to members of the teachers' reading circles through the county superintendents or county or section managers at $1.00 per copy.

PUTNAM'S TEXT-BOOK OF PSYCHOLOGY

This volume presents what is known as the "new" or experimental psychology, in the most attractive form. The book has been prepared from the standpoint of the young teacher, and is furnished with graphic aids to the study, such as side-heads, topical reviews, etc. It contains, moreover, an Appendix made up wholly of practical experiments in psychology. Many of these experiments will prove very helpful in the work of the schoolroom. The usually dry and difficult subject is rendered both easy and attractive in this interesting book. An Outline apportioning the reading to the various months, and containing questions on the work, is supplied with the book.

Putnam's Text-book of Psychology will be supplied to the members of teachers' reading circles through county superintendents or county or section managers at $1.00 per copy.

WEBSTER'S DICTIONARIES

The reading circle board earnestly recommends that every member of the reading circle procure for personal use a copy of Webster's International Dictionary, and it also recommends that as a part of the school library one Webster's International Dictionary be placed in every school, and a sufficient number of Webster's Collegiate Dictionaries to allow every pupil easy access to one whenever needed.

Teachers and county superintendents should take it upon them-

selves, whenever necessary, to caution district officers against the purchase of cheap reprints of old editions of Webster's Dictionaries.

WEBSTER'S INTERNATIONAL DICTIONARY

New and enlarged edition, 2,380 pages, 5,000 illustrations:

In full sheep binding, without index	$8.50
In full sheep binding, indexed	9.25

WEBSTER'S COLLEGIATE DICTIONARY

Octavo, largest and latest abridgment of the International, 1,100 pages, 1,400 illustrations:

In cloth binding	$2.55
In full sheep binding, indexed	3.40

These books may be purchased of the publishers, G. & C. Merriam Co., Springfield, Mass., at the prices above named; transportation at the purchaser's expense, and sent from the depository in Omaha, Norfolk or Kearney, as preferred.

READING CIRCLE CREDITS

A credit of five per cent may be added to the academic grade earned on an examination in Theory and Art before September 1, 1906, for satisfactory work done during the school year from September 1, 1906, to June 1, 1907, in White's **Elements of Pedagogy or** Putnam's **Text-book of Psychology**; a like credit of five per cent may be given in Reading for satisfactory work in Sherman and Reed's **Essentials of Teaching Reading.** This credit is to be granted not earlier than June 1, 1907, by the county superintendent on work approved by him. The county superintendent will certify these additional grades to the state board of examiners, who will add them to the grades in Theory and Art and Reading already recorded, and certify the new grades back to the county superintendent. The work on which these credits are given is entirely under the supervision of the county superintendent.

HOW TO MAKE THE WORK A SUCCESS

There should be a reading circle established in every village, town, and city school in the state. Let the rural teachers meet with the teachers in the village and town schools when convenient. But many rural teachers will find it impossible to meet with the sections in the villages and towns. Therefore, we recommend the use of questions to be sent out by the county superintendents, on which a written review may be made once a month on the work for the month. Then two or three times during the year the rural teachers should be asked for papers on some professional topic treated of in the prescribed course. The same care should be demanded in the preparation of this paper that the teacher would make in writing a production to be read before a teachers' association. Teachers should be given the privilege of consulting the books of the course or any other books that will give them information in the preparation of their papers. The papers thus prepared should be graded with the same care as that exercised in a

prize contest. This means work for both teacher and superintendent. It likewise means intellectual and professional growth for both.

DUTY OF THE COUNTY SUPERINTENDENT

It is expected that each county superintendent will distribute copies of this circular at the institute, and secure as large a reading circle membership as possible. He should set apart a suitable time in his program for a discussion of the purpose and plan of the reading circle, and should make recommendations relative to home study for the year. For the convenience of teachers, and to save time at the institute he should arrange to have a supply of the books on hand at the beginning of the session.

The county superintendent should report to the publishing houses at the close of the institute the number of books sold and remit for those copies for which cash has been received. Thereafter, the county superintendent should report on December 1 and March 1 the number of books sold and remit cash received. Final settlement should be made on or before June 1, 1907.

CERTIFICATES AND DIPLOMAS

Each teacher taking up the work of the Reading Circle should sign the enrollment blank furnished herewith and return it to the county superintendent. At the close of the year the county superintendent should satisfy himself, by examination or otherwise, that the work has been well done, fill out the Certificate of Credit on the reverse side of the blank, and return it to the teacher. When the teacher has secured four Certificates of Credit for satisfactory work done, he should present them to the county superintendent, who will secure the diploma for him from the manager, the State Superintendent.

BOOKS FOR SCHOOL LIBRARIES

The Nebraska Teachers' Reading Circle Board approved a number of lists of books submitted by publishing houses for use as school libraries, and the attention of superintendents, principals, teachers and school boards is called to these lists and the prices for which the books may be obtained. The books in these lists were all carefully considered before the lists were approved.

These libraries furnish just such material as will give pupils a taste for good literature. The Board would be glad to see one or more of these libraries placed in every school district in the state.

The books are made up into $5.00, $10.00, and $15.00 libraries. Each library will be sent to any railroad express office in the state, transportation prepaid. Sectional bookcases may be purchased of the nearest furniture dealer for a few dollars.

Address the following companies, asking for circulars relative to the approved school libraries: American Book Co., Chicago; D. Appleton & Co., Chicago; A. S. Barnes & Co., New York; T. Y. Crowell & Co., New York; Doubleday, Page & Co., New York; Educational Publishing Co., Topeka, Kansas; A. Flanagan Co., Chicago; Funk &

Wagnalls Co., New York; Ginn & Co., Chicago; Geo. W. Jacobs & Co., Philadelphia; Little, Brown & Co., Boston; Longmans, Green & Co., Chicago; The Macmillan Co., Chicago; Maynard, Merrill & Co., Chicago; The Morse Co., Chicago; Penn Publishing Co., Philadelphia; Public School Publishing Co., Bloomington, Ill.; G. P. Putnam's Sons, New York; Rand, McNally & Co., Chicago; Silver, Burdett & Co., Chicago; W. M. Welch Co., Chicago.

ENROLLMENT CARD

TO THE COUNTY MANAGER:

You are authorized to enroll my name as a member of the NEBRASKA TEACHERS' READING CIRCLE for.....County, Nebraska, and I hereby agree to procure two of the following named books to constitute the course of reading for the school year 1906-1907. (Check the books agreed upon.)

Sherman and Reed's **The Essentials of Teaching Reading.**

White's **Elements of Pedagogy.**

Putnam's **Text-book of Psychology.**

I hereby agree to read the same carefully and systematically during the year.

P. O.....

Date.....Teacher.

CERTIFICATE OF CREDIT

1906-1907

THIS CERTIFIES, That.....

of.....County, Nebraska, has given satisfactory evidence of having completed the work of the NEBRASKA TEACHERS' READING CIRCLE for the current school year.

.....

County Superintendent.

County Certificates

AND SOME MATTERS OF IMPORTANCE

—RELATIVE TO—

Professional State Certificates

STATE EXAMINING BOARD FOR COUNTY CERTIFICATES

Under the provisions of section 10, subdivision 9a, school laws of Nebraska for 1905, the state superintendent has appointed the following named persons as members of the State Examining Board for County Certificates: Joseph Sparks, Aurora; L. C. Harnly, Lincoln; A. E. Ward, Hartington; and Anna L. Howland, Lincoln, secretary of the board.

RULES AND REGULATIONS

1. Time and place of examination.—The examination shall be held in each county on the third Friday and the Saturday following of each month, and shall be conducted by the county superintendent at such place as he may determine.

2. Time for completing the examination.—Four days will be given each applicant in which to complete the examination for a third grade county certificate, five days for a second grade county certificate, and six days for a first grade county certificate; Provided, That an applicant may have six months from the date of beginning in which to complete the examination. An applicant may take all of the branches in one month, but there will be but two examination days in each month.

3. Registration and fee.—Before beginning the examination each applicant for a certificate shall fill out the blanks furnished by the county superintendent, and shall pay the regular examination fee into the hands of the county superintendent. Upon the receipt of the application blank properly filled out and the examination fee of one dollar and fifty cents, the county superintendent shall register the applicant's name and address, and shall give him a number, which number in lieu of his name shall appear on all his answer papers. The county superintendent shall number all the applicants consecutively ad infinitum. Until an examination is completed, the applicant will

retain the original registration number assigned him in that county by the county superintendent. In case an applicant desires to complete the examination in another county, it will be necessary for him to register anew and pay the regular examination fee in the county to which he goes.

4. Preparation of questions.—Each member of the state examining board will be assigned certain subjects in which he is to prepare questions, to be presented to each of the other members of the board for acceptance, modification, or rejection. An objection by any two members will be sufficient to reject the question. After a sufficient number of questions are so prepared and accepted by the board, they are copied and then read by each member of the board, who indicates any further objection he may discover; and then endorses the paper with his signature. The questions are again copied and presented to the state superintendent for his approval. They are then ready for printing and distributing to the respective county superintendents, who will conduct the examination for county certificates, and state certificates when so directed by the state superintendent.

5. Distribution of questions.—The printed questions sent out by the state board of examiners for use in the examination will be divided into four lots, each lot enclosed in a separate envelope, properly marked and sealed. The county superintendent shall open each lot at the beginning of the period indicated on its cover, in the presence of the applicants, and distribute the questions contained therein. The examination in each subject is restricted to the half day indicated in the program. No papers will be returned for correction after having been handed in to the county superintendent.

6. Directions to applicants.—The following specific directions must be followed: The county superintendent will supply the applicant with writing material, the paper so supplied to be single sheet examination paper or single sheet legal cap. All papers must be written in ink. Answers shall be written on one side of the paper only. A separate sheet of paper must be used for each subject. The name of the county, the date of the examination, the name of the subject, and the number of the applicant must be written at the top of each sheet of answer paper. Answers must be in clear, concise terms. The answers must be numbered in the middle of the page to correspond with the questions. A complete solution of all problems in arithmetic and algebra must be given. Credits will be deducted from illegible or carelessly written manuscripts. Applicants will not be permitted to leave the room or communicate with any one during the examination without permission from the county superintendent; nor shall any applicant receive aid from any person, or use any books, notes, memoranda, or helps of any kind during the examination. Collusion or dishonesty on the part of any applicant will invalidate his examination.

7. Examination program.—The program for the examination will be as follows:

Friday Forenoon

Bookkeeping, civil government, orthography, mental arithmetic, penmanship.

Friday Afternoon

Elements of agriculture, physiology and hygiene, blackboard drawing, English composition, theory and art of teaching.

Saturday Forenoon

Algebra, geometry, reading, arithmetic, English grammar.

Saturday Afternoon

Botany, physics, geography, United States history.

8. Reversal of program.—When for reasonable cause an applicant cannot take the examination as laid down in the regular program, he may be allowed to take Friday's subjects on Saturday or Saturday's subjects on Friday, at the discretion of the county superintendent. The county superintendent must always take due care to protect the integrity of the examination by the administration of the proper oath or affirmation to the applicant as provided in section 18, subdivision 4, school laws of Nebraska for 1905. This oath or affirmation must pledge the applicant to secrecy as to the contents of the examination questions until six p. m. at the close of the regular examination on Saturday. Said oath or affirmation must be attached to the applicant's answer papers and forwarded with them to the office of the state superintendent.

9. Transmittal of answer papers and fees.—Immediately after the close of the examination on Saturday, the county superintendents shall transmit to the state superintendent of public instruction the answer papers of all applicants. At the same time he shall forward to the state superintendent fifty cents for each applicant as provided by law. The county superintendent shall also forward to the state superintendent the name, address, and number under which each applicant took the examination in a sealed envelope separate from the papers, which shall not be opened until all answer papers have been corrected.

10. Grading answer papers.—When the answer papers are received by the state superintendent they will be distributed by subjects to the examiners, examiner A being given all the answer papers in the subjects which he is to examine, examiner B all the answer papers he is to examine, examiner C all of the papers he is to examine, and so on. After the papers are marked in the first instance, they will be reviewed and the grades approved by at least one other member of the examining board. In other words, the grades on each applicant's answer papers must be approved by at least two members of the state examining board. In marking the papers the examiners will give due allowance in all subjects for the opinions held by all reputable authors. When all papers of an examination have been marked, reviewed, and approved, the answer papers of each applicant

are then for the first time assembled or brought together. The general average and specific markings are ascertained. The envelopes as named in Rule 9 are then opened by the state superintendent and the identity of the applicant disclosed. As the charges for specific errors are all fixed by the rules of the examining board, and as each subject is graded by one examiner and reviewed and approved by another, it will be seen that absolute impartiality, accuracy, and uniformity are secured in the work. However, in case an applicant believes that a mistake has been made in his markings by the state examining board, or in transcribing the grades by the county superintendent, he may appeal his case to the state superintendent of public instruction for final hearing, provided his appeal is accompanied by a fee of one dollar to cover the expense of the re-examination of the paper and tracing the error. No appeal will be considered later than thirty days from the time the applicant is notified of the result of the examination.

11. Passing grades.—All answer papers will be marked on the scale of 100. To secure a third grade county certificate an applicant must have an average of at least 70 per cent, with no grade below 60 per cent in any one subject; to secure a second grade county certificate an applicant must have an average of at least 75 per cent, with no grade below 65 per cent in any one subject; and to secure a first grade county certificate an applicant must have an average of at least 80 per cent, with no grade below 70 per cent in any one subject. However, the county superintendent has authority to require a higher minimum average and minimum grade for his county, but in no case has he authority to lower the standard fixed by the state examining board.

12. Credit certificate.—An average grade of 85 per cent or higher, with no grade in any subject below 80 per cent, will entitle the holder to the words "With Credit" in the certificate.

13. Honor certificate.—An average grade of 90 per cent or higher, with no grade in any subject below 85 per cent, will entitle the holder to the words "With Honor" in the certificate.

14. Renewal without examination.—An applicant passing "With Credit" or "With Honor," doing the required amount of Reading Circle Work, and meeting the requirements of the county superintendent in attendance at institute and county associations will be entitled to the renewal of his certificate without examination, which makes the certificate practically a permanent certificate.

15. Reading circle credits.—A credit of five per cent may be added to the academic grade earned on an examination in Theory and Art before September 1, 1906, for satisfactory work done during the school year from September 1, 1906, to June 1, 1907, in White's Elements of Pedagogy or Putnam's Psychology; a like credit of five per cent may be added in Reading for satisfactory work in Sherman and Reed's The Essentials of Teaching Reading. This credit is to be granted not earlier than June 1, 1907, by the county superintendent

upon work approved by him. The county superintendent will certify these additional grades to the state board of examiners, who will add them to the grades already recorded in Theory and Art and Reading and certify the new grades back to the county superintendent. The work on which these credits are given is entirely under the supervision of the county superintendent.

16. Failure, re-examination.—An applicant failing in one or more subjects may retain the grades which are satisfactory and take over only those in which he failed by paying the regular examination fee as provided by law.

Teachers who have grades recorded in the office of the state superintendent may, at their discretion, re-register and try for a better standing; and after such re-trial, may select the higher grade of record for the certificate grade.

17. Result of examination.—The county superintendent shall notify each applicant of the result of the examination within ten days after receiving the report from the state examining board. Until the examination is completed and report made by the county superintendent, all correspondence by an applicant relative to the examination must be with and through the county superintendent, except in case of appeal.

18. Verification of grades.—An applicant may receive verification of grades from the state examining board by making the request to them in writing stating time and place of taking the examination, and accompanying the request with twelve cents in stamps to cover postage and expense of verification.

19. Date of certificate.—The date of issuance on a certificate will be the date on which the examination was completed.

20. Emergency certificates.—A person receiving an emergency certificate must write at the next regular examination on the five essentials. If the results of the examination therein meet the requirements in Rule 11, the holder of the emergency certificate may have the time given in Rule 2 for completing the examination.

21. Disposition of answer papers.—The answer papers of all applicants will be kept on file in the office of the state superintendent for ninety days, after which they will be destroyed. The county superintendent will receive back only the grades.

22. Change of county.—A teacher holding a certificate in one county and desiring to teach in another must receive a new certificate from the county superintendent of the county to which he may go, or secure the endorsement of the certificate already held. See Rule 3 relative to change of county before examination is completed.

23. Old certificates, invalid, when.—A county certificate granted under the old law will be valid only for the term for which it was originally granted. After October 1, 1905, a county superintendent can not legally renew any county certificate issued under the old law.

Neither can he, by the endorsement of a certificate, extend its life beyond the time for which it was originally granted.

24. The five essentials.—When a first, second, or third grade county certificate granted under the old law expires, the holder thereof, in order to secure a certificate under the new law, will be required to take an examination before the state examining board in the following five essential subjects: Reading, arithmetic, geography, grammar and history. After an applicant has taken the examination in the five essential subjects and received passing grades, the state examining board will accept the remaining "passing" grades as shown by the certificate held, making them state grades for the first certificate under the new law. Provided, That teachers engaged in educational work, whether teaching or attending school, who have complied with the requirements as to Reading Circle work, attendance at the county institute and educational meetings, and who have been granted certificates since July 1, 1903, may have the grades shown on such certificates validated by the state superintendent and made state grades (except in the case of the five essentials as provided in this Rule 24 and except as governed by Rule 11) upon the request of the county superintendent of the county in which such person applies for a certificate. This provision shall continue in full force and effect to and including the regular examination in August, 1906.

25. Attendance at summer school.—All teachers who attend a summer school, approved by the state superintendent, at least six weeks, will be required to take examination in "reading" and one other of the five essentials at their selection with the advice of the county superintendent of the proper county. Six weeks or more attendance at such summer school and creditable work done this summer in the other three essentials approved by the county superintendent will be taken in lieu of examination in three essentials. Such attendance will not be taken as granted in advance. There must be a bona fide attendance before credit is given. All other grades now held meeting the requirments of Rule 11 will be certified to the state superintendent, and made state grades on condition of professional work approved by the county superintendent.

A special examiner, competent in every respect, will be appointed by the state superintendent to conduct said examinations. Teachers will be given specific and positive instructions to register from the proper county; that is, in the county from which they come, or in the county in which they expect to teach. The regular examination fee will be charged, one dollar of which will be sent to the county superintendent of the proper county, fifty cents of which will be sent to the state superintendent as provided by law.

26. Third grade certificate made second grade.—Holders of third grade certificates who must qualify for a second grade certificate may take agriculture, civics, bookkeeping, drawing, and theory and art, instead of the five essentials. This applies only to those teachers who attend an approved summer school at least six weeks.

27. Second grade certificate made first grade.—A teacher holding a strong second grade county certificate who, by attendance at an approved summer school or by self culture, is able to pass the required examination in the four first grade subjects, may have the grades on his second grade county certificate accepted and made state grades to apply on his first grade county certificate; provided such grades meet the requirements for a first grade county certificate. A teacher desiring to take advantage of this rule must obtain the approval of the county superintendent of the proper county before such credits will be granted by the state superintendent.

28. Elementary state certificate made first grade.—Upon a written statement from the president of a state or recognized normal school that the holder of an elementary state certificate from that institution has done the required work in the four first grade branches, viz., algebra, botany, geometry and physics, he may have the grades earned in those subjects in that institution certified by the state examining board and made state grades. Upon a complete certification of passing grades in all the subjects required for a first grade county certificate and the earning of passing grades in any four of the subjects required for a professional state certificate, the superintendent of the proper county may issue a first grade county certificate to such person, without further examination.

29. First grade county certificate renewed.—A teacher holding a strong first grade county certificate who, by attendance at an approved summer school or by self culture, is able to pass the required examination in his choice of any four of the nine subjects required for a state professional certificate good for life in Nebraska, may have the grades on his first grade county certificate accepted and made state grades, which will entitle him to a first grade county certificate under the new law without further examination. The grades earned in the four subjects required for a professional state certificate will stand to the credit of such teacher for a life certificate. A teacher desiring to take advantage of this rule must obtain the approval of the county superintendent of the proper county before such credits will be granted by the state superintendent.

30. First grade county certificate without examination.—The county superintendent may, at his discretion, grant a first grade certificate, without examination, to a graduate of a college, university, or state normal school, subject to such rules and regulations as may be prescribed by the state superintendent of public instruction.—Sec. 11, Subd. IXa, S. L. 1905.

31. Grades accepted from elementary state certificates.—The holder of an elementary state certificate may take advantage of all privileges granted under the rules to the holder of a first or second grade county certificate.

32. Additional elementary state certificate.—The holder of an elementary state certificate may be granted a second certificate of that

kind upon one year's additional satisfactory work in any recognized normal school.

33. Credit in Psychology.—A teacher who makes a thorough study of Putnam's Psychology may receive credit for the same on a state professional certificate good for life upon the following conditions: The state examining committee for state certificates will send out through the county superintendents at least three times during the year questions of such a nature that the teacher may prepare a written review using this text or any other good books on psychology in the same way that he would in preparing a paper to be read before a teachers' association; the answer papers are to be forwarded through the county superintendent to the state superintendent the same as the answer papers on any regular examination; the papers are to be accompanied by fifty cents to pay the expenses incurred in the preparation of these three sets of questions and the examination of the three sets of answer papers. The average grade earned on these three examinations in psychology will be placed to the credit of the teacher on a state professional certificate good for life.

34. Credits on professional state certificates.—Credits earned by attendance at an approved summer school on the subjects required for a professional state certificate good for life in Nebraska will be accepted by the state superintendent and placed to the credit of the applicant on the following conditions: A statement from the proper authority of such school that the work covered in earning the grade in any subject required for a life certificate, and for which credit is asked, equals the work required in such school in that subject for completing the regular course of study for a life certificate. A written review will be given in the subjects required for a life certificate, based upon the outlines on these subjects given in circular No. 20, issued by the state superintendent, a copy of which circular may be secured upon application. This written review will be based upon questions in each subject selected from lists furnished the state superintendent by the various approved summer schools. The grades obtained upon this written review and the class record of each applicant, after being graded and averaged by the proper instructor in the various schools and reviewed by at least one member of the state examining board for state certificates will be the grade granted to such teacher. Such review papers must be forwarded to the office of the state superintendent for his inspection and approval as well as by one member of the state examining committee. The state superintendent reserves the right to raise, lower or reject any grade obtained on such review for proper cause.

35. New teachers.—Those who have never taught must take examination in all branches required for the certificate desired; provided, that such persons who attend a summer school, approved by the state superintendent, at least six weeks, will be required to take examination in "reading" and one other of the five essentials at their selection and with the advice and consent of the county superintendent of the proper

county. Six weeks or more attendance at such summer school and creditable work done this summer in the other three essentials, approved by the county superintendent, will be taken in lieu of examination in these three essentials. Such attendance will not be taken for granted in advance. There must be a bona fide attendance before credit is given.

36. Teachers from other states.—A teacher coming from another state will be required to pass an examination in the five essentials and in all subjects that are required for the Nebraska certificate applied for and for which there is no grade on the foreign certificate.

THE FIVE ESSENTIALS

In preparing for the examination, applicants should be guided by the following outlines, upon which the questions will be based.

Any standard text will answer for preparation as to subject-matter.

For methods on teaching the various subjects, White's "Elements of Pedagogy," one of the reading circle books for this year (1906-1907), is especially helpful. Parker's "Talks on Pedagogy," Sabin's "Common Sense Didactics," and Brook's "Normal Methods" are also valuable aids.

Reading.—In reading the questions will embrace both reading and literature. Especially should teachers have some knowledge of the best American writers. Questions will also be based on the mechanics of reading. An acquaintance with the latest and best textbooks in reading will be helpful to teachers.

Arithmetic.—1. Notation and the fundamental operations. 2. Multiples and factors, including properties of numbers. 3. Common fractions and their principles. 4. Decimal fractions, their principles and applications. 5. Denominate numbers, including measurements of length, surface, volume, time, weight and value. 6. Percentage, including interest, taxes, insurance, partial payments, and discount. 7. Proportion and square root.

Grammar.—1. Definitions and classification of the parts of speech. 2. Inflection—conjugation, declension, etc. 3. Phrases and clauses, to include a study of their rank and structure, also expansion and contraction. 4. The sentence—analysis, classification, structure, use, diagraming, written analysis, and parsing. 5. The sentence—constructive English, interpretative English. 6. Verbals—use and disposition of participles and infinitives. 7. Letter writing—letters of business and social nature.

Geography.—1. Definitions, general and specific. 2. Mathematical geography—distances and dimensions, latitude and longitude; circles, zones, etc.; time, and its relation to longitude. 3. Surface, soil, climate, land and water divisions, winds, waves, tides and currents, relief forms (physical geography). 4. Political geography—countries, governments. 5. The races (Ethnological)—location, characteristics, occupations. 6. Commercial geography—products,

agricultural, mineral, manufacturing, etc.; commerce, domestic and foreign; imports and exports; agencies of commerce, such as railroads, canals, rivers, and the high seas. 7. Home geography—to include a special study of Nebraska.

United States History.—1. Discovery and exploration. 2. Colonial period. 3. Revolutionary period. 4. Founding of the government. 5. Slavery agitation and the Civil War. 6. Recent history and current events. 7. American biography from Columbus to Roosevelt.

THE OTHER SUBJECTS

As in the five essentials, every examination list will contain one or more questions based on each subdivision.

Physiology and Hygiene.—1. Skeleton. 2. Muscles. 3. Food and drink. 4. Digestion and assimilation. 5. Blood and circulation. 6. Nervous system. 7. Special senses. 8. Skin and its modifications. 9. Simple matters of everyday health. 10. Alcoholic drinks and other stimulants and narcotics, with special reference to their effects upon the human system.

Agriculture.—1. Soil and water. 2. Important farm crops. 3. Birds and insects of the farm. 4. Seeds—selection, planting, germination, cultivation. 5. Horticulture—budding, grafting, transplanting, spraying. 6. Atmospheric conditions, including U. S. weather predictions. 7. Domestic animals of the farm and care of same. 8. Pests. 9. School gardening.

Orthography.—1. Diacritical markings; syllabication and accent; synonyms, antonyms, homonyms; word analysis—derivation, prefixes, suffixes (25 credits). 2. Spelling of 25 words (50 credits). 3. Spelling in answer papers on other subjects (25 credits).

Mental Arithmetic.—1. Written solution of problems comprising principles of analysis (50 credits). 2. Drills in rapid calculation (50 credits).

Penmanship.—1. Systems of penmanship. 2. Specimens of applicant's penmanship. 3. Applicant's penmanship as exemplified on all answer papers (50 credits).

Blackboard Drawing.—Based on the Illinois Course of Study. This course of study is recommended for use in the common schools of Nebraska.

Bookkeeping (double entry).—1. Definitions. 2. Business forms—bills, notes, checks and drafts, accounts. 3. Laws governing negotiable and non-negotiable paper. 4. A short practice set illustrating the use of daybook, journal, and ledger, and closing of accounts (50 credits).

English Composition.—1. Technical English—capitalization, punctuation, spelling. 2. Constructive English—description, narration, reproduction. 3. Interpretative English—hints, effects, emotional words and phrases. 4. Letter writing—letters of business and social nature.

Theory and Art of Teaching.—1. The professional reading circle book for each year, which is White's "Elements of Pedagogy" for 1906-1907 (50 credits). 2. School management (50 credits).

Civil Government.—1. General principles of government. 2. Law making. 3. Law enforcing. 4. Interpreting. 5. Revenue—national and state, sources and disbursements. 6. State, county, and municipal government. 7. School law.

Algebra.—1. Definitions, formulas, rules, signs, principles. 2. Factoring, multiples. 3. Fractions, including fractional equations. 4. Binomial theorem, powers and roots. 5. Equations of the first degree. 6. Equations of the second degree.

Botany.—1. Seeds and seedlings. 2. Buds. 3. Roots. 4. Stems. 5. Leaves. 6. Flowers. 7. Fruits. 8. Cryptogams. 9. Plant physiology.

Geometry.—1. Definitions, axioms, postulates, symbols, and abbreviations. 2. Rectilinear figures. 3. Circles. 4. Proportions and similarity. 5. Rectilinear areas. 6. Measurements of circles. 7. Problems in locus.

Physics.—1. Definitions. 2. Force (dynamics—molar and molecular.) 3. Work and energy. 4. Machines and mechanical principles. 5. Light and its phenomena. 6. Heat (thermometry). 7. Sound. 8. Electricity.

ACCREDITED SUMMER SCHOOL WORK

In conferences recently held with the principals and faculties of the Junior Normal Schools at Alliance, Holdrege, McCook, North Platte and Valentine, the Union Normal Institute at Geneva (and also with the county superintendents in the territory of these schools), the State Normal Schools at Peru and Kearney, and the Fremont Normal College at Fremont, the following rules and regulations were adopted in addition to the rules given in the Reading Circle circular for 1906-7.

1. Teachers in attendance six weeks and who have done creditable work in the five essentials will be required to take examination only in Reading and one other of the five essentials, as they may elect, with the approval of the county superintendent of the proper county.

2. Teachers in attendance eight weeks and who have done creditable work in the five essentials will be excused from the regular examination in all of the five essentials.

3. Instructors are to use such tests as their judgment may deem best to determine the proper grades to be given teachers in the three of the five essentials, or in all of the five essentials, as provided in Rules 1 and 2 herein.

4. Teachers in attendance less than six weeks will be required to take the examination in all of the five essentials unless they were prevented from enrolling at the first of the term by their schools being in session or by other reasonable cause; but in no case will credit be given for less than five weeks attendance.

5. Teachers who have done creditable work for three semesters in algebra, two semesters in plane geometry, one semester in botany, and one semester in physics in an accredited high school, under a competent instructor and who have in addition thereto the approval of the proper instructor and the proper county superintendent of work done in one or more of these subjects for at least eight weeks at any approved summer school, may have their grades in said subjects accepted and made state grades without any further examination; provided, that the average of the high school grade and summer school grade shall not be less than 80 per cent in any of these subjects for which credit is asked.

6. Applicants who have never taught, but who have done creditable work in the five essentials for six or eight weeks, will be given the same credit and privileges in said subjects as experienced teachers. Such persons will be required to take the examination in all subjects required on the certificate applied for, except as provided in Rules 1, 2 and 5 herein.

7. A special state examination will be given in all subjects required for county certificates at the end of the first six weeks for those who may desire to take the same under the direction of the principal and the faculty on such program as their judgment deems best, at each of the approved summer schools.

8. The principal and the faculty at each approved summer school are hereby authorized to prepare all questions for all examinations at such approved summer schools, as well as all tests given therein, on such program as their judgment deems best.

9. Any person who has taken advantage of Rules 26 and 27 of our Reading Circle circular, in whole or in part, may receive credit in one or more of the first or second grade branches in which creditable work has been done at an approved summer school in lieu of the credit in one or more of the five essentials as set forth in Rules 1 and 2 herein.

10. Any person who has received from the state board of examiners before June 1, 1906, a passing grade in one or more of the five essentials may substitute any subject in which creditable work has been done in an approved summer school for one or more of the five essentials, receiving credit therefor as set forth in Rules 1 and 2 herein.

11. No grade will be accepted under Rules 1, 2, 5, 6, 9 and 10 herein for any person on summer school work until first approved by the proper county superintendent and certified by him to the state superintendent. Principals of approved summer schools must submit all such grades to the proper county superintendents, who will certify them back to the state superintendent.

12. All answer papers of applicants must be forwarded to the state superintendent, and also the grades earned on tests as herein provided must be certified to the state superintendent, accompanied by

the proper fee of fifty (50c) cents as provided by law. The principals of the approved summer schools must be careful to protect the institute fund of the respective counties by remitting the regular fee of one ($1.00) dollar to the county superintendent of the proper county.

13. All questions which may arise, and which are not covered by the rules herein given and the rules published in our Reading Circle circular, will be adjudicated in accordance with the best judgment of the committees for the respective schools named in Rule 14 herein.

14. To properly carry out the provisions of Rule 13, at each approved summer school, I have appointed a special committee on each of which there is at least one county superintendent. These committees are as follows:

Alliance—Prin. W. H. Bartz, Supt. Leora S. Rustin of Box Butte county, Supt. A. A. Reed.

Holdrege—Prin. S. H. Thompson, Supt. P. P. Bentley of Harlan county, Supt. F. W. Montgomery of Gosper county, Supt. E. E. Larson of Phelps county.

McCook—Prin. George H. Thomas, Supt. Jas. O'Connell of Hitchcock county, Supt. Flora B. Quick of Red Willow county, Supt. F. J. Munday of Furnas county.

North Platte—Prin. Jas. E. Delzell, Supt. A. Softley of Perkins county, Supt. C. M. Trotter of Lincoln county, Supt. Genevieve Richmond of Keith county.

Valentine—Prin. R. H. Watson, Supt. Lulu Kortz of Cherry county, Supt. C. L. Hopper of Sheridan county.

Geneva—Prin. Chas. W. Taylor, Supt. Chas. L. Coons of Clay county, Supt. Henry Vauck of Fillmore county, Supt. W. T. Bottenfield of Nuckolls county, Supt. D. G. Hopkins of Saline county, Supt. G. W. Allen of Thayer county.

Kearney—Pres. A. O. Thomas, Supt. S. A. Reasoner of Buffalo county, Ex-Supt. Etta Brown of Cherry county, Ex-Supt. W. A. Julian of Adams county, Ex-Supt. O. W. Neale of Lincoln county, Prof. C. N. Anderson, Prof. M. R. Snodgrass.

Peru—Pres. J. W. Crabtree, Prof. C. F. Beck, Prof. J. W. Searson, Registrar W. D. Redmond, Supt. George D. Carrington of Nemaha county.

Fremont—Pres. W. H. Clemmons, Professors Mohler, Preston and Ray, Mrs. Gilbert, Ex-Supt. H. F. Carson of Buffalo county, Prof. U. S. Conn, Supt. J. M. Matzen of Dodge county, Prof. John Scheie of Keya Paha county.

St. Paul—Pres. S. D. Smith, Supt. J. A. Ziegler of Howard county, Supt. S. H. Martin.

York—Pres. Wm. E. Schell, Supt. Chas. O. Stewart of York county, Supt. W. W. Stoner.

Wayne—Pres. J. M. Pile, Supt. A. E. Littell of Wayne county, Supt. E. P. Wilson.

Dominican Sisters' Summer School at Spalding—Supt. Jas. Pel-

ley of Greeley county, Miss Mary Sullivan of the Omaha High school, Miss Eleanor Lally of Lincoln.

Sisters' of Mercy Summer School, Omaha—Supt. W. A. Yoder of Douglas county, Prof. Dwyer.

Nebraskan Wesleyan University—Prof. W. R. Jackson, Prof. H. W. Cox, Dean Chas. Fordyce, Supt. O. R. Bowman of Lancaster county.

University of Nebraska—Dr. T. M. Hodgman, Dr. Geo. E. Condra, Registrar E. H. Clark, Supt. O. R. Bowman of Lancaster county.

The reasonableness of the aforesaid rules we leave to a candid public. These rules have been approved by many county superintendents and many city superintendents, after a careful discussion of all the questions confronting us under the new certification law. We recommend them to the careful consideration of every county superintendent. From the viewpoint of the state at large I heartily favor them.

The system of accrediting work done by teachers in approved schools as herein outlined is written all through our statutes, and is practiced by the head of our public school system—the University of Nebraska—as well as by several other public and approved institutions in the state. If there be any virtue in the doctrine of the square deal, the credits offered herein cannot be logically attacked.

Let it be understood, however, that no county superintendent is compelled to accept any grade earned under the rules herein given. We assume the responsibility of recommending them to each and every county superintendent in Nebraska. The responsibility of accepting or rejecting them in any county must rest with the county superintendent.

It is urged that county superintendents who have teachers in attendance at one or more of these approved summer schools visit such schools and investigate the character of the work done by the teachers as well as the merit of the work done by the school and the instructor.

J. L. M'BRIEN, Superintendent.

July 12, 1906.

Professional State Certificates

STATE EXAMINING COMMITTEE

Under the provisions of Section 10, Subdivision 9a, School Laws of Nebraska for 1905, the State Superintendent has appointed the following named persons as members of the State Examining Committee for Professional State Certificates: Supt. C. A. Fulmer, Beatrice; Supt. E. B. Sherman, Columbus; Prin. Cora O'Connell, Ashland.

RULES GOVERNING THE EXAMINATION

1. Time and place of examination.—The state examination shall be held in each county seat town on the third Friday and the Saturday following in December, 1905, and on the third Friday and the Saturday following in June, August, and December of each year, and at such other times and places as shall be determined by the state superintendent. The state examination shall be conducted by the county superintendent as provided in Section 10, Subdivision 9a, School Laws of Nebraska for 1905, or by members of the state examining board or persons appointed by the state superintendent.

2. Time for completing the examination.—Applicants may write on any or all subjects at any examination. There is no limit on the time for completing the examination. Some persevering teachers in the past have taken one or two subjects a year for six or seven years.

3. Registration and fee.—Before beginning the examination each applicant for a certificate shall fill out the blanks furnished by the examiner and shall pay the regular examination fee of one dollar into the hands of the examiner. Upon the receipt of the application blank properly filled out and the examination fee of one dollar, the examiner shall register the applicant's name and address, and shall give him a number, which number in lieu of his name shall appear on all his answer papers. The examiner shall number the applicants consecutively ad infinitum. Until an examination is completed, the applicant will retain the original registration number assigned him by the examiner. In case an applicant desires to complete the examination in another county, it will be necessary for him to register anew and present to the examiner his receipt for the examination fee already paid.

4. Preparation of questions.—Each member of the state examining board will be assigned certain subjects in which he is to prepare questions, to be presented to each of the other members of the board for acceptance, modification or rejection. An objection by any two members will be sufficient to reject the question. After a sufficient number of questions are so prepared and accepted by the board, they

are copied and then read by each member of the board, who indicates any further objection he may discover, and then endorses the paper with his signature. The questions are again copied and presented to the state superintendent for his approval.

5. Distribution of questions.—The printed questions sent out by the state board of examiners for use in the examination will be divided into four lots, each lot enclosed in a separate envelope, properly marked and sealed. The examiner shall open each lot at the beginning of the period indicated on its cover, in the presence of the applicants, and distribute the questions contained therein. The examination in each subject is restricted to the half day indicated in the program. No papers will be returned for correction after having been handed in to the examiner.

6. Directions to applicants.—The following specific directions must be followed. The examiner will supply the applicant with writing material, the paper so supplied to be single sheet examination paper or single sheet legal cap. All papers must be written in ink. Answers shall be written on one side of the papers only. A separate sheet of paper must be used for each subject. The name of the county and town, the date of the examination, the name of the subject, and the number of the applicant must be written at the top of each sheet of answer paper. Answers must be in clear, concise terms. The answers must be numbered to correspond with the questions. Credits will be deducted from illegible or carelessly written manuscripts. Applicants will not be permitted to leave the room or communicate with any one during the examination without permission from the examiner; nor shall any applicant receive aid from any person, or use any books, notes, memoranda, or helps of any kind during the examination. Collusion or dishonesty on the part of any applicant will invalidate his examination.

7. Examination program.—The program for the examination will be as follows:

Friday Forenoon	Saturday Forenoon
Chemistry	Geology
General History	Physical Geography
Friday Afternoon	**Saturday Afternoon**
English Literature	Psychology
Plane Trigonometry	Rhetoric
Zoology.	

8. Transmittal of answer papers and fees.—Immediately after the close of the examination on Saturday, the examiner shall transmit to the state superintendent of public instruction the answer papers of all applicants. At the same time he shall forward to the state superintendent one dollar for each applicant as provided by law. The examiner shall also forward to the state superintendent the name, address, and number under which each applicant took the examination

in a sealed envelope separate from the papers, which shall not be opened until all answer papers have been corrected.

9. Grading answer papers.—When the answer papers are received by the state superintendent they will be distributed by subjects to the examiners, examiner A being given all the answer papers in the subjects which he is to examine, examiner B all of the answer papers he is to examine, examiner C all the papers he is to examine, and so on. After the papers are marked in the first instance, they will be reviewed and the grades approved by at least one other member of the examining board. In other words, the grades on each applicant's answer papers must be approved by at least two members of the state examining board. In marking the papers the examiners will give due allowance in all subjects for the opinions held by all reputable authors. When all papers of an examination have been marked, reviewed and approved, the answer papers of each applicant are then for the first time assembled or brought together. The envelopes as named in Rule 8 are then opened by the state superintendent and the identity of the applicant disclosed. As the charges for specific errors are all fixed by the rules of the examining board, and as each subject is graded by one examiner and reviewed and approved by another, it will be seen that absolute impartiality, accuracy, and uniformity are secured in the work. However, in case an applicant believes that a mistake has been made in his markings by the state examining board, he may appeal his case to the state superintendent of public instruction for final hearing, provided his appeal is accompanied by a fee of one dollar to cover the expense of the re-examination of the papers and the tracing of the error. No appeal will be considered later than thirty days from the time the applicant is notified of the result of the examination.

10. Passing grades.—Professional certificates will not contain numerical standings in the different branches, but a grade of at least 80 per cent will be required in each subject.

11. Failure—Re-examination.—An applicant failing in one or more subjects may retain the grades which are satisfactory and take over only those in which he failed, by paying the regular examination fee as provided by law.

12. Result of examination.—The state superintendent shall notify each applicant of the result of the examination within thirty days after the date of the examination. Applicants should not burden the committee nor the state superintendent with correspondence relative to the results of the examination until the expiration of thirty days. It will only delay matters. The work will be dispatched with as little delay as possible.

13. Date of certificate.—The date of issuance on a certificate will be the date on which the examination is completed.

14. Disposition of answer papers.—The answer papers of all applicants will be kept on file in the office of the state superintendent for ninety days, after which they will be destroyed.

15. Papers to be submitted.—Applicants must submit a first grade county certificate issued in Nebraska, and furnish satisfactory evidence of high character and successful experience in school work. Testimonials from persons competent to judge of such matters will be required. These papers are to be forwarded by the applicant to the state superintendent at the time the examination is completed. Postage must be enclosed for return of such papers as the applicant may desire to have returned.

REGISTRATION AND FEES

Every state certificate of whatever grade, whether it be an elementary state certificate good for a term of not less than one year and not to exceed three years from date of issuance, at the discretion of the county superintendent of the county in which the holder of such certificate shall teach; a three year first grade state certificate issued by authorized institutions; a professional state certificate good for life issued by authorized institutions and countersigned by the state superintendent; or a professional state certificate good for life issued by the state superintendent of public instruction, **must be registered in the office of the county superintendent of the county wherein the holder thereof is teaching on such certificate;** and for such registration a fee of one dollar must be paid to the county superintendent of such county, which fee goes to the institute fund of said county. Such registration fee can be charged but once in the same county during the life of such certificate. The holder of any grade of state certificate going from one county to another must register the certificate again in the new county, provided the certificate has never been registered in that county.

The law also provides that an issuance fee of one dollar shall be charged by the state superintendent for each professional state certificate issued, indorsed, renewed, or countersigned by him. Those taking the examination must pay this fee of one dollar at the time of beginning the examination.

LIMITATION, LAPSE AND RENEWAL

No life certificate or normal diploma whatever is valid in this state after the holder has allowed three years to lapse without following some educational pursuit, unless such diploma or certificate has been subsequently indorsed by the state superintendent.

Before indorsing professional certificates or life diplomas which have lapsed, the state superintendent will make strict inquiry relative to the present scholarship, ability and probable success of the applicant.

PROFESSIONAL STATE CERTIFICATES WITHOUT EXAMINATION

UNIVERSITY OF NEBRASKA OR OTHER AUTHORIZED INCORPORATED SCHOOLS OF THIS STATE

That all graduates of the University of Nebraska holding the degree of bachelor of arts or bachelor of science, and in addition thereto, certificates authorized by the board of regents showing that such graduates have completed the course of instruction prescribed by the regents and faculty of said university for the special training and instruction of teachers, and such other graduates as hold the same degrees from any college or university duly incorporated under the laws of the state of Nebraska, who, in the judgment of the state superintendent of public instruction, have completed in their respective institutions an equivalent of the courses in the state university, for said degrees prescribed by the regents and faculty of said university, shall be accredited as qualified teachers within the meaning of the school law of this state; and all such graduates shall have equal privileges, upon equal conditions, with graduates from any and all other educational institutions within this state under the school law thereof. Said certificates are hereby declared to be valid as certificates of the first grade to teach in the public schools of the state of Nebraska for a period of three years from their date.—Sec. 1a, Subd. IX, S. L. 1905.

After three years of actual teaching, the certificates of the graduates of the University of Nebraska or of any other college or university mentioned or described in Section 1a of this act shall be countersigned by the state superintendent of public instruction upon satisfactory evidence that the services of the applicant have been successful; Provided, That said counter-signature may be canceled and its legal effect annulled by the superintendent of public instruction upon satisfactory evidence of disqualification; Provided, further, That such certificates shall be subject to the provisions for lapsing set forth in Section 4, Subdivision 9, of Chapter 79 of the Compiled Statutes of Nebraska for the year 1899.—Sec. 1b, Subd. IX, S. L. 1905.

The following institutions have been recognized under the above sections: Nebraska Wesleyan University (University Place) by Supt. W. R. Jackson; Bellevue College (Bellevue), Doane College (Crete), Creighton University (Omaha), and Grand Island College (Grand Island), by Supt. W. K. Fowler; Hastings College (Hastings), and Cotner University, (Bethany), by Supt. J. L. McBrien.

THE STATE NORMAL SCHOOLS, AUTHORIZED COLLEGES AND NORMAL SCHOOLS

Any student of good moral character having completed the elementary course of the state normal schools of this state shall be granted an elementary state certificate by the board of education of the state normal schools, which shall be good for a term of not less

than one year and not to exceed three years from date of issuance, at the discretion of the county superintendent of the county in which the holder of such certificate shall teach. Any student completing the higher course of study in a satisfactory manner shall be granted by the board of education of the state normal schools a diploma which shall be recognized as a first grade (state) certificate, which shall entitle the holder to teach in any of the schools of the state without further examination for the space of three years. Any graduate of the higher course, who shall, after graduation, teach two annual terms of school of not less than six months each, or their equivalent, and shall produce a certificate of good moral conduct and satisfactory discharge of professional duties from the board or boards of directors of the district or districts in which the applicant taught, countersigned by the county superintendent of the proper county or counties, shall be granted by the board of education of the state normal schools an additional diploma which shall be recognized as a professional state certificate good for life. Provided, That any teacher producing satisfactory proof of three years' successful teaching previous to graduation in the higher course of study may receive such diploma upon graduation. Provided, That no life diploma shall be in force after its holder shall permit a space of three years to lapse without following some educational pursuit; unless said diploma be indorsed by the state superintendent. Provided, That each holder of a certificate from the elementary course or a diploma from the higher course, shall, before he begins to teach, register the same in the office of the county superintendent of the county in which he shall teach, and for such registration he shall pay a fee of one dollar, which shall go into the institute fund of said county.—Sec. 10, Subd. XIII, S. L. 1905.

When any college, university, or normal school shall have a course of study equal in extent and similar in subjects to the elementary course of the state normal school, and shall have full and ample equipment and a faculty of instructors fully competent to give satisfactory instruction in the branches contained in said course, any graduate from such course shall be granted by the state superintendent a state certificate of the same tenor and effect as the certificate to teach issued to the graduates from the elementary course of the state normal school.—Sec. 6, Subd. IX. S. L. 1905.

When any college, university, or normal school in this state shall have a course of study equal in extent and similar in subjects to the higher course in the state normal school and shall have full and ample equipment and a faculty of instructors fully competent to give satisfactory instruction in the branches contained in said course, the graduates from such course shall be granted by the state superintendent a state certificate of the same tenor and effect as the certificate to teach issued to the graduates from the higher courses of the state normal school.—Sec. 7, Subd. IX. S. L. 1905.

The following institutions have been recognized under the above sections: Nebraska Wesleyan University (University Place) by Supt.

W. R. Jackson; Fremont Normal College (Fremont) and Nebraska Normal College (Wayne) by Supt. W. K. Fowler; York College (York) and Cotner University (Bethany) by Supt. J. L. McBrien.

STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

The professional state certificate may be granted also to any person who is a graduate from a college or university of good standing of this or any other state, who has had three years' successful experience as a teacher in the public schools of Nebraska, and who holds a first grade county certificate issued in this state.*

The professional state certificate may be granted also to any person who holds a diploma from a state normal school of another state conferring the right to teach for life in said state.

The professional state certificate may be granted also, at the discretion of the state superintendent, to the holder of a professional state certificate from another state.—Sec. 6, Sub. IXa, S. L. 1905.

HIGH SCHOOL TEACHERS' QUALIFICATIONS

On and after September 1, 1907, no person shall be granted a certificate to teach in the high school department of any high school district or in the high school department of any city school district in this state who is not a graduate from a regular four-year course of a college or university, or a graduate from the advanced course of a college, university or normal school in this state authorized by law to grant teachers' certificates, or who does not hold a professional state certificate obtained from the state superintendent on examination before him or a committee appointed by him as provided by law.—Sec. 17, Subd. IXa. S. L. 1905.

SUGGESTIONS TO CANDIDATES FOR EXAMINATION

Recent legislation has made a Nebraska State Certificate more desirable than ever before and for this reason the number of applicants for the honor is constantly increasing.

At a recent meeting, the members of the Examining Committee discussed the reading and grading of papers and agreed that a few suggestions to candidates might be helpful in preparing for examinations.

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*The county superintendent may, at his discretion, grant a first grade certificate, without examination, to a graduate of a college, university, or state normal school, subject to such rules and regulations as may be prescribed by the state superintendent of public instruction.—Sec. 11, Subd. IXa. S. L. 1905.

The reading of the examination papers reveals all kinds of preparation, from a broad knowledge of the subject to a superficial "cram."

Occasionally a paper is illegible and therefore must be marked "not passed." Sometimes poor spelling, a disregard for all rules of punctuation, capitalization, paragraphing, or grammar, indicates a knowledge of English inadequate enough to bar the candidate from the ranks of professional teachers. Once in a while a single statement justifies the rejection of the entire paper. For example, not long ago an applicant dwelt at length upon the "cocoon state" of the frog, and referred to plants as the "lower forms of animal life." Another said, "Transcendentalists are those who when they die pass into the souls of other lower animals." Quite often, when asked for some recognized authority on a subject, an applicant will name his last teacher in Normal School, Junior Normal, or College.

Such mistakes are not accidental nor are they the result of nervousness; they are direct proof of narrow, superficial preparation.

On the other hand, many papers are the best kind of recommendation for the writer's scholarship and grasp of the subject.

It may be of advantage to know that,—

(1) The questions will be general in nature, but searching and thorough.

(2) The aim is to test the applicant's power and his general knowledge of the subject. Therefore, it is a mistake to "cram" for the examination.

(3) The tone of the whole paper will be considered as well as the separate parts of it.

(4) Laboratory work in chemistry and zoology is an essential preparation for examination in those subjects.

(5) An examination is intended to test the candidate's ability to choose and present clearly and concisely the principal points of the topic or discussion assigned. Therefore, a liberal discount will be made for padded paragraphs.

(6) The neatness of the manuscript and knowledge of English as shown by papers in all subjects will be considered in grading papers.

The best teachers of the state will not be satisfied with examinations requiring only superficial preparation. The Professional State Certificate should be conclusive evidence of broad scholarship and successful experience in teaching.

RHETORIC

Sentence structure, punctuation, paragraphing, figures of speech, scansion, etc., will constitute the basis of the examination.

As a foundation the student should have a thorough knowledge of the elements of English grammar. Next, he should familiarize himself with the principles and rules of rhetoric as laid down in any good text. The ability to apply these rules is of the utmost importance. All manuscripts handed in by the candidate will be considered in making up the credits on this subject.

GENERAL HISTORY

By the way of preparation for this subject the student should survey briefly the history of Egypt, Phoenicia, the Tigro-Euphrates Valley and Judea. He should make a careful study of Greece and Rome and should familiarize himself with the great movements of the Middle Ages. In work upon the modern period special attention should be given to English history.

The student should have an intimate acquaintance with the epoch making events of history and with the actors. He should be able to trace the growth and decay of institutions and the development of law and government. He should have a clear conception of the relations and the sequence of historical events.

One or two good narrative texts should be read and the work should be supplemented as freely as possible with sources.

GEOLOGY

Become familiar with the theory of the earth's evolution, noting, under different ages: Climatic conditions, oceanic basins, continental forms, rocks—their origin, kinds and arrangement; characteristic plant and animal life; economic relations to the present.

The student should acquaint himself thoroughly with some good modern text. Readings should be supplemented as much as possible by field and laboratory work.

PSYCHOLOGY

The work in this subject will be based principally on the Reading Circle book of the year, for 1906-1907 Putnam's Text-book of Psychology. The candidate will be expected to have some knowledge of the following subjects, and of their application to teaching:

Kinds of Psychology
Nature of the Mind
The Nervous Systems
Attention and Interest
Instinct and Habit
Sleep and Hypnotism
The Perceptive Activities, Sensation and Perception
The Representative Activities, Imagination and Memory
The Reflective Activities, Conception, Judgment, Reasoning
The Feeling, Sensations, Emotions, Sentiments
The Will
The Moral Nature

LITERATURE

The candidate will be expected to have a general knowledge of the history of English and American literature. He should also have read Skinner's Studies in Literature and the books included in the College Entrance Requirements in English, as follows:

Required for Study

Burke's Conciliation with America
Macaulay's Essay on Addison
Macaulay's Life of Johnson
Milton's Minor Poems
Shakespeare's Julius Caesar

Required for Reading

Addison's De Coverly Papers
Coleridge's Ancient Mariner
George Eliot's Silas Marner
Goldsmith's Vicar of Wakefield
Irving's Life of Goldsmith
Lowell's Vision of Sir Launfal
Scott's Ivanhoe
Scott's Lady of the Lake
Shakespeare's Macbeth
Shakespeare's Merchant of Venice
Tennyson's Idylls of the King

PHYSICAL GEOGRAPHY

The candidate should know something of the physiographic agencies and their resulting forms. Study the physiography of the United States, noting the origin of the different features and their influence on man. Do sufficient field work to obtain clear ideas of weathering, erosion, transportation, deposit, etc. Become familiar with the following topics:

The Earth as a Globe.

The Atmosphere:
The Air—Moisture—Temperature—Winds—Storms.

The Ocean:
Form—Water—Movements.

The Land:
Plains—Plateaus—Mountains—Volcanoes—Rivers—Valleys Deserts—Glaciers—Shore-lines—Distribution of Plants, Animals and Man.

CHEMISTRY

In the science of chemistry it is necessary that the candidate have laboratory training or experience. A reading knowledge alone is not adequate preparation for teaching chemistry and therefore it should not be expected to meet the requirements for a professional life certificate.

A clear understanding must be had of the properties, distributions, uses, sources, and affinities of all the important elements; the reactions which take place in well-known chemical processes; the computation of the proportions of particular elements in compounds; the preparation and properties of the common compounds; practical

every day uses of chemistry; chemistry of soils, of cooking, of physiology and hygiene, of pure air, food and water.

The applicant is expected to understand the principles involved in the study of both organic and inorganic chemistry.

ZOOLOGY

Knowledge of the subject should be gained in the laboratory and by field studies, supplemented by readings from the best authors on this branch of science.

Candidates should be familiar with the morphology of at least one type animal in each class and be able to give its vital properties, irritability, motion, metabolism, reproduction, and adaptations. The reading of Jordan's "Animal Life" will be helpful to the candidate.

The candidate should become acquainted with the local fauna and be able to give not only the name but the habitat, description, life, history, etc., of each animal.

A candidate should also have a knowledge of microscopy sufficient to enable him to understand the parts and uses of the microscope, methods of preparing and mounting specimens, laboratory dissections, etc.

TRIGONOMETRY

The candidate should show a comprehensive knowledge of the underlying principles of plane trigonometry; he should be skilled in the use of logarithms; he should understand the development and use of formulas; he should have mastered the trigonometric functions and their several relations and especially in determining the unknown parts of a triangle; he should know the practical applications of trigonometry in measuring height and distance, and should be able to proceed when definite conditions exist and possible results are required.

APPENDIX "B"

STATISTICAL TABLES, 1905

RESOURCES OF SCHOOL DISTRICTS, YEAR ENDING JULY 10, 1905.

Table No. 1

COUNTY	Amt. on hand at beginning of year	RECEIPTS					Total
		From county and twp. treas.	From sale of district bonds	From tuition of non-resid'nt pupils	From local fines and licenses	From all other sources	
Tot'ls for State	$1173057 12	$4124879 89	$229079 03	$59966 64	$815737 50	$217699 15	$6620419 33
Adams	13290 78	60692 27	43179 35	838 64	16789 50	4299 38	139089 92
Antelope	16378 22	51415 13	1168 90	195 75	3533 00	1931 33	74622 33
Banner	672 13	4403 37	.....	2 50	.....	.....	5078 00
Blaine	519 18	2324 74	.....	7 00	.....	139 13	2990 05
Boone	6343 49	49940 77	2815 00	1509 99	1027 50	644 73	62281 48
Box Butte	3565 88	21701 47	500 00	396 54	5288 15	151 54	31603 58
Boyd	12695 38	33906 32	3554 02	313 79	7500 00	945 33	58914 84
Brown	2315 47	17565 84	4996 53	430 99	2500 00	187 52	27996 35
Buffalo	9974 64	73210 10	.....	832 50	11087 29	369 31	95473 84
Burt	8502 97	56980 64	1000 00	659 20	1052 25	4350 20	72545 26
Butler	19842 65	61985 40	.....	728 50	8014 00	382 60	90953 15
Cass	10987 12	89615 64	998 65	1338 34	7938 35	2122 12	113000 22
Cedar	11279 98	60312 65	1000 00	582 25	8000 00	661 65	81836 53
Chase	1695 39	13192 61	.....	156 85	2 50	8 75	15056 10
Cherry	8093 48	28161 57	.....	547 79	.....	895 35	37698 19
Cheyenne	8639 57	29549 84	782 50	70 15	2500 00	1245 53	42787 59
Clay	6377 12	62990 39	.....	1493 75	4530 59	1525 99	76917 84
Colfax	24503 30	37081 57	.....	487 95	12171 00	1909 79	76153 61
Cuming	13100 18	53724 23	7803 50	652 80	10163 00	648 79	86092 50
Custer	18752 50	86335 12	2331 54	707 02	1038 50	1562 03	110726 71
Dakota	7544 37	21886 57	.....	294 58	4248 99	5 85	33980 36
Dawes	6770 35	24608 45	500 00	678 37	4193 00	217 52	36967 69
Dawson	5230 20	57159 23	.....	1464 76	1192 50	615 14	65661 83
Deuel	1903 09	11762 45	1000 00	58 85	.....	114 97	14839 36
Dixon	9918 76	50447 38	21744 52	934 54	9446 85	229 92	92721 97
Dodge	26398 08	84716 29	577 50	574 45	17039 70	720 46	130026 48
Douglas	408241 88	487356 21	.....	2218 40	362270 50	102351 92	1362438 91
Dundy	1598 18	15104 33	.....	30 00	.....	31 86	16764 37
Fillmore	12347 54	56204 01	10000 00	2195 24	6140 05	850 99	87737 83
Franklin	7951 58	29617 82	5357 07	452 94	5652 00	210 47	49241 88
Frontier	6797 78	34762 08	.....	264 88	1635 00	350 75	43810 49
Furnas	5267 25	47993 96	.....	2099 99	3166 05	2163 55	60690 80
Gage	12979 58	111731 64	800 00	2268 04	11345 40	2891 83	142016 49
Garfield	2634 69	7456 46	.....	238 73	508 00	14 33	10852 21
Gosper	1970 15	21979 87	.....	105 50	.....	79 76	24135 28
Grant	1111 83	4110 31	.....	39 25	1040 00	.....	6301 39
Greeley	8009 81	25765 52	470 00	211 50	5500 00	222 99	40179 82
Hall	12489 78	56581 78	.....	922 53	13191 80	4166 95	87352 84
Hamilton	6376 11	61569 28	.....	1310 10	2185 84	1285 36	72726 69
Harlan	4545 74	39350 21	.....	436 80	1426 00	137 57	45896 32
Hayes	1043 92	13120 99	.....	63 50	.....	5 27	14233 68
Hitchcock	5231 50	28495 85	275 60	485 20	14 10	403 95	34906 20
Holt	15360 97	62687 62	356 38	606 14	4005 38	2081 81	85098 30
Hooker	664 16	5328 15	3924 67	4 50	560 00	74 77	10556 25
Howard	7074 53	35189 93	.....	228 05	5621 00	1860 18	49973 69
Jefferson	23619 29	63917 03	6480 00	816 35	4083 05	4327 53	103243 25
Johnson	24946 41	38154 16	.....	732 13	1557 00	2585 32	70975 02
Kearney	3754 57	41152 99	612 50	860 60	513 86	229 79	47124 31
Keith	1718 64	13178 26	.....	319 25	500 00	18 29	15734 44

RESOURCES OF SCHOOL DISTRICTS, YEAR ENDING JULY 10, 1905.

Table No. 1—Concluded.

COUNTY	Am't on hand at beginning of year	RECEIPTS					Total
		From county and twp. treas.	From sale of district bonds	From tuition of non-resid'nt pupils	From local fines and licenses	From all other sources	
Keya Paha.	$ 1949 41	$13987 87	$ 962 80	$ 179 70	.....	$ 123 09	$ 17202 87
Kimball....	1325 05	8296 83	.....	274 75	.....	.....	9869 63
Knox	13103 36	65453 80	16466 75	420 05	$12171 52	4971 93	112587 41
Lancaster..	10041 85	208570 29	....	1857 65	66177 30	25927 01	312574 10
Lincoln ..	6986 01	54813 92	.....	505 15	2677 00	536 28	65518 36
Logan	366 52	4599 62	180 00	1 50	....	102 50	5250 14
Loup	550 32	5616 11	.....	37 00	.....	63 01	6266 44
McPherson.	20 24	2096 90	.....	11 00	.....	.....	2128 14
Madison...	12523 61	67234 58	6045 50	1082 93	12036 20	616 12	99538 94
Merrick....	18134 05	41114 00	.....	669 57	2025 00	667 80	62610 42
Nance.....	16709 43	37085 38	.....	838 53	1029 30	559 33	56221 97
Nemaha....	10462 02	48072 29	....	721 09	6000 88	793 01	66049 29
Nuckolls...	7162 41	50981 56	9 75	1411 55	3197 20	1353 34	64115 81
Otoe	30912 63	62110 51	5130 00	1307 80	22681 19	1776 36	123918 49
Pawnee	4759 71	44844 35	1300 00	589 71	1500 00	1767 14	54760 91
Perkins....	1357 65	12138 88	.....	316 03	.....	92 83	13905 39
Phelps. ..	2662 12	37880 28	18729 00	1304 20	1570 00	495 59	62641 19
Pierce	7982 21	44034 63	.....	311 45	5000 00	224 00	57552 29
Platte	19622 69	45587 98	....	194 16	14803 20	4576 07	84784 10
Polk.	3934 32	45261 53	... ..	648 00	627 60	936 42	51407 87
Red Willow	13097 40	34883 76	305 00	764 48	6574 10	964 11	56588 85
Richardson	15303 31	67911 58	1310 40	1970 33	10328 00	2859 39	99683 01
Rock.....	2115 37	13286 65	698 00	122 00	1250 00	269 12	17741 14
Saline.....	13497 61	59805 13	.....	1762 20	9912 00	1170 13	86147 07
Sarpy	11924 66	34162 66	.....	347 25	7020 00	726 01	54180 58
Saunders ..	24632 91	89992 96	1000 00	1496 69	14121 66	3066 49	134310 71
Scottsbluff	2553 36	13009 23	2108 00	296 83	500 00	281 59	18749 01
Seward ...	9268 78	54091 41	.. ..	794 93	6575 00	2251 76	72981 88
Sheridan ..	8884 96	20015 19	.....	355 34	3000 00	446 40	32701 89
Sherman...	7204 07	26655 00	1486 30	188 73	3500 00	883 37	39917 47
Sioux.....	1322 15	7248 42	.....	41 25	500 00	24 10	9135 92
Stanton....	6038 90	26142 51	.....	221 90	3527 00	953 55	36883 86
Thayer	7983 66	58932 40	.....	1371 84	4808 50	1338 05	74434 45
Thomas....	284 77	4159 76	.....	.....	.....	5 87	4450 40
Thurston...	4421 65	18615 30	21425 52	388 85	4630 00	1529 50	51010 82
Valley	2872 81	34018 96	....	860 98	2800 00	82 06	40634 81
Washingt'n	10062 15	54339 42	.....	497 52	6577 50	2167 52	73644 11
Wayne.....	10890 88	45634 26	803 50	368 70	2573 00	273 62	60543 96
Webster ...	7892 70	41007 78	.....	1137 62	4314 50	200 43	54553 03
Wheeler ...	789 49	7055 36	.....	2 25	.. ..	8 04	7855 14
York	7419 75	67652 34	28890 28	1454 66	1558 15	386 04	107361 22

EXPENDITURES OF SCHOOL DISTRICTS,

Table No. 2

COUNTY	Paid male teachers	Paid female teachers	For buildings and sites	For repairs	For fuel
Totals for State	$575821 04	$2690015 32	$529074 00	$239417 41	$265076 26
Adams	9359 98	43480 01	48027 31	2817 49	4574 08
Antelope	6807 51	29826 48	10809 19	2927 44	3247 42
Banner	359 62	3281 84	101 61	123 29	214 15
Blaine	210 00	1206 13	325 20	69 03	116 02
Boone	4521 00	31059 39	4130 42	2274 76	3209 37
Box Butte	3538 82	13861 71	1235 61	998 36	1545 19
Boyd	6549 64	18624 23	6961 14	1037 25	1534 98
Brown	2117 50	10150 53	129 77	2297 08	1687 76
Buffalo	9529 15	46695 91	1684 16	7123 05	5722 28
Burt	6756 61	32417 34	1636 27	3233 97	3901 55
Butler	13320 82	36410 86	.....	6111 32	4670 39
Cass	12729 30	51499 45	2655 94	7188 39	5081 75
Cedar	9247 74	36747 93	1571 07	3718 05	3772 01
Chase	2088 60	8875 59	86 04	448 93	1381 77
Cherry	2420 17	17983 83	1747 71	1474 08	1964 41
Cheyenne	6318 11	21064 12	1481 56	1054 24	1450 09
Clay	10379 89	36339 50	336 70	4798 75	4310 71
Colfax	8588 97	25235 82	4647 45	3125 73	3040 47
Cuming	7376 75	32399 40	13648 12	3370 10	3533 83
Custer	11158 18	54087 64	5770 89	4485 98	5758 23
Dakota	4136 60	14026 62	4 00	1527 75	1777 65
Dawes	2628 04	18058 02	440 10	1187 76	2029 46
Dawson	6775 35	32189 42	2504 62	2839 44	3718 60
Deuel	2746 53	6364 84	422 43	567 60	617 49
Dixon	6382 00	32007 24	2294 08	2177 08	3207 99
Dodge	9809 00	54402 00	2235 71	7367 67	5748 64
Douglas	33283 25	422794 22	165615 85	22076 90	27794 15
Dundy	2492 94	8673 55	443 06	558 60	767 83
Fillmore	10799 40	34302 60	9631 61	3734 36	3581 86
Franklin	5332 50	20686 18	3475 16	3720 26	2160 21
Frontier	5208 08	23639 87	1103 32	2219 37	2216 13
Furnas	7161 99	28949 59	899 20	2255 77	3264 31
Gage	16304 60	71309 02	1410 46	5683 05	7414 80
Garfield	1279 00	4707 92	715 70	183 74	316 71
Gosper	1909 25	14510 43	177 43	1426 66	1253 27
Grant	1010 00	2060 93	140 00	472 95	289 87
Greeley	3157 74	16667 55	3389 65	1817 69	1793 79
Hall	10390 50	40556 31	2509 28	3244 01	3642 75
Hamilton	8565 72	33843 64	1959 89	2913 74	3219 49
Harlan	7920 50	19663 45	730 00	2437 72	2122 59
Hayes	1512 88	8929 85	825 00	135 45	873 65
Hitchcock	3057 17	15376 32	2059 01	2035 96	1664 56
Holt	10876 23	36938 55	3434 52	3683 73	4704 12
Hooker	705 00	1995 00	5927 42	245 25	280 29
Howard	6884 45	23241 01	598 67	2111 30	2344 86
Jefferson	9335 82	35490 20	25179 80	3452 83	4281 85
Johnson	4560 00	27558 08	18068 09	3962 10	2531 21
Kearney	4015 50	26129 55	982 65	2578 80	2081 16
Keith	2468 43	6866 50	534 25	641 35	873 40

YEAR ENDING JULY 10, 1905.

COUNTY	For ref. books, maps, charts, and apparatus	For text books and supplies	For furniture	For all other purposes	Amount on hand at close of year	Total
Totals for State	$61440 44	$205888 26	$60810 86	$916006 52	$1076869 22	$6620419 33
Adams	704 22	4664 94	2474 08	11477 90	11507 91	139089 92
Antelope	600 89	3144 75	804 17	5378 69	11075 79	74622 33
Banner	4 19	90 81	34 50	451 76	416 23	5078 00
Blaine	63 60	100 94	.....	530 91	368 22	2990 05
Boone	474 46	2402 71	614 94	7377 42	6217 01	62281 48
Box Butte	115 64	606 46	168 35	1991 79	7541 65	31603 58
Boyd	748 17	1676 12	1292 46	8781 81	11709 04	58914 84
Brown	623 03	749 03	128 80	4049 07	6063 78	27996 35
Buffalo	425 61	3671 61	1297 89	8218 58	11105 60	95473 84
Burt	502 32	2618 31	1067 99	7106 97	13303 93	72545 26
Butler	832 56	3282 65	1070 82	6867 18	18386 55	90953 15
Cass	726 79	3584 15	1216 74	10160 35	18157 36	113000 22
Cedar	530 29	3926 79	723 27	8483 10	13116 28	81836 53
Chase	171 45	306 16	74 90	828 10	794 56	15056 10
Cherry	564 86	1327 58	443 01	2268 80	7563 74	37698 19
Cheyenne	736 05	807 49	707 41	4012 13	5156 39	42787 59
Clay	461 77	3172 46	787 71	8693 00	7637 35	76917 84
Colfax	1121 58	1874 49	808 18	4921 07	22789 85	76153 61
Cuming	147 99	1945 93	277 78	7631 42	15761 18	86092 50
Custer	1501 79	2404 59	1999 52	6570 23	16879 66	110726 71
Dakota	95 83	787 45	448 31	3939 78	7236 37	33980 36
Dawes	269 85	1459 47	105 05	2721 18	8068 76	36967 69
Dawson	154 10	2499 59	813 41	5916 95	8250 35	65661 83
Deuel	75 51	360 60	27 25	1535 58	2121 53	14839 36
Dixon	529 79	2422 92	627 00	5848 06	37225 81	92721 97
Dodge	1537 42	4940 30	782 85	12223 06	30979 83	130026 48
Douglas	21759 99	24249 56	3566 51	423885 10	217413 38	1362438 91
Dundy	274 07	491 34	44 13	740 10	2278 75	16764 37
Fillmore	465 19	4178 81	1353 48	6175 29	13515 23	87737 83
Franklin	131 69	1633 84	547 28	2765 88	8788 88	49241 88
Frontier	344 57	1184 48	324 10	1191 00	6379 57	43810 49
Furnas	250 37	2989 10	208 72	5938 32	8773 43	60690 80
Gage	848 92	6668 63	746 60	15498 38	16132 03	142016 49
Garfield	103 54	326 27	79 91	1527 13	1612 29	10852 21
Gosper	70 39	862 71	177 90	1385 66	2361 58	24135 28
Grant	7 55	207 47	.....	313 91	1798 71	6301 39
Greeley	208 27	1306 08	463 55	3214 73	8160 77	40179 82
Hall	857 44	3440 05	425 31	10796 55	11490 64	87352 84
Hamilton	656 02	1755 20	1305 10	10133 91	8373 98	72726 69
Harlan	817 00	1573 49	670 71	3093 41	6867 45	45896 32
Hayes	87 47	476 27	42 96	794 39	555 76	14233 68
Hitchcock	305 04	1227 72	693 62	1907 54	6579 26	34906 20
Holt	695 58	2616 35	694 57	8807 05	12647 60	85098 30
Hooker	60 00	349 40	518 42	290 68	184 79	10556 25
Howard	368 40	1996 63	322 77	4284 96	7820 64	49973 69
Jefferson	379 65	4893 65	2733 34	9324 73	8171 38	103243 25
Johnson	918 22	2293 23	807 73	3644 83	6631 53	70975 02
Kearney	115 71	1774 11	409 53	3865 34	5171 96	47124 31
Keith	59 10	510 74	88 35	2468 93	1223 39	15734 44

EXPENDITURES OF SCHOOL DISTRICTS,

Table No. 2—Continued.

COUNTY	Paid male teachers	Paid female teachers	For buildings and sites	For repairs	For fuel
Keya Paha	$ 692 14	$ 8505 88	$ 2062 05	$ 430 16	$ 1286 80
Kimball	1570 00	4105 00	802 83	647 27	361 90
Knox	7867 30	38290 49	24444 30	3281 06	3594 87
Lancaster	23045 70	155018 75	17411 55	11629 31	11693 93
Lincoln	7286 53	33924 65	4888 18	2061 25	2835 72
Logan	871 90	2626 65	574 35	133 80	241 31
Loup	1434 05	2732 60	123 82	536 90	434 44
McPherson	105 00	1471 16	153 86	12 53	100 58
Madison	8180 00	44584 25	10395 14	3876 64	4775 75
Merrick	6680 66	22409 21	9847 87	2655 34	2526 87
Nance	3716 09	23041 64	13746 58	1245 78	1576 95
Nemaha	10581 57	26129 52	1634 74	3002 16	2879 87
Nuckolls	11039 18	28995 38	266 40	3334 33	4184 95
Otoe	10122 60	49825 66	1995 37	4362 38	4459 76
Pawnee	5770 62	28142 28	2059 30	2742 36	2866 51
Perkins	2509 62	6658 35	58 50	676 73	664 79
Phelps	3526 59	25950 27	840 69	2068 30	3019 58
Pierce	5045 00	27044 87	499 80	2108 63	2765 71
Platte	9109 00	32443 25	1297 15	5079 52	3826 74
Polk	5838 44	23829 16	3325 60	1873 40	2226 79
Red Willow	5611 10	24007 32	94 60	1678 99	2273 73
Richardson	14434 25	38196 36	3815 38	2498 37	4280 06
Rock	1837 73	8223 42	1113 28	672 08	1121 87
Saline	8721 52	45957 47	493 41	3305 97	3925 33
Sarpy	7285 25	19967 77	984 14	1937 27	1957 03
Saunders	19645 42	45872 27	9294 42	5517 32	5962 92
Scottsbluff	3268 53	4778 11	3219 26	210 12	718 64
Seward	8464 25	35161 17	5700 39	2683 11	3600 41
Sheridan	2920 16	14813 07	494 78	902 56	1640 16
Sherman	2654 26	18480 45	2866 35	883 32	2012 71
Sioux	1662 75	4127 04	.....	656 70	399 69
Stanton	2519 00	19179 34	1147 82	1296 59	1712 87
Thayer	11141 40	30540 12	3030 90	3341 78	3581 99
Thomas	.....	2572 50	120 00	258 90	188 32
Thurston	2509 39	13273 84	187 10	1507 55	1455 22
Valley	4942 56	18685 19	798 65	1757 58	2129 02
Washington	7886 00	29150 50	503 08	2213 79	3813 46
Wayne	6648 75	26835 30	1556 16	2347 10	2891 84
Webster	5589 40	26934 09	189 57	4041 00	2773 41
Wheeler	709 50	4886 55	148 71	284 66	418 66
York	8291 00	39458 25	32190 80	3728 62	4605 95

YEAR ENDING JULY 10, 1905.

COUNTY	For ref. books, maps, charts, and apparatus	For text books and supplies	For furniture	For all other purposes	Amount on hand at close of year	Total
Keya Paha	$ 261 14	$ 306 17	$ 327 89	$ 1256 07	$ 2074 57	$ 17202 87
Kimball	142 78	504 56	52 12	629 77	1053 40	9869 63
Knox	614 56	3252 32	1723 96	8698 19	20820 36	112587 41
Lancaster	657 43	10289 79	3034 15	68767 92	11025 57	312574 10
Lincoln	1023 89	2594 42	326 40	6175 31	4402 01	65518 36
Logan	7 75	100 20	37 90	178 85	477 43	5250 14
Loup	.. ..	177 93	237 94	69 25	519 51	6266 44
McPherson	.....	68 73	40 02	39 17	137 09	2128 14
Madison	356 51	3960 16	1087 23	7723 63	14599 63	99538 94
Merrick	382 90	1871 51	758 01	4427 87	11050 18	62610 42
Nance	152 21	1108 45	217 85	6459 44	4956 98	56221 97
Nemaha	333 97	2469 02	808 33	6246 28	11963 83	66049 29
Nuckolls	255 74	2978 34	431 84	5459 97	7169 68	64115 81
Otoe	1338 70	2456 46	716 67	12143 76	36497 13	123918 49
Pawnee	312 62	2724 65	627 47	3786 56	5728 54	54760 91
Perkins	51 50	581 33	97 05	1249 35	1358 17	13905 39
Phelps	729 53	929 07	451 77	3825 34	21300 05	62641 19
Pierce	453 73	2552 37	519 15	6657 11	9905 92	57552 29
Platte	701 16	3162 84	523 51	4884 63	23756 30	84784 10
Polk	984 87	1988 42	916 23	3080 08	7344 88	51407 87
Red Willow	223 05	1985 08	239 24	5672 74	14803 00	56588 85
Richardson	1618 81	2673 86	1824 42	11328 84	19012 66	99683 01
Rock	133 16	524 45	196 30	1086 50	2832 35	17741 14
Saline	1782 76	3231 72	579 11	7143 99	11005 79	86147 07
Sarpy	513 75	2298 94	483 33	5138 65	13614 45	54180 58
Saunders	1129 83	4241 86	1689 48	9804 22	31152 97	134310 71
Scott's Bluff	156 61	754 48	667 29	3749 87	1226 10	18749 01
Seward	237 64	3051 88	773 69	6153 58	7155 76	72981 88
Sheridan	309 14	826 85	174 62	1495 58	9124 97	32701 89
Sherman	110 90	1210 59	609 21	3332 21	7757 47	39917 47
Sioux	244 27	149 19	151 79	274 35	1470 14	9135 92
Stanton	165 44	1379 35	338 08	3024 84	6120 53	36883 86
Thayer	672 12	3387 04	1486 20	8174 02	9078 88	74434 45
Thomas	.....	63 80	3 60	658 28	585 00	4450 40
Thurston	312 09	1295 04	149 55	2694 52	27626 52	51010 82
Valley	526 37	3191 66	335 83	2503 34	5764 61	40634 81
Washington	340 90	2320 49	398 86	8218 97	18798 06	73644 11
Wayne	178 62	1422 28	590 33	3504 10	14569 48	60543 96
Webster	131 32	2241 18	392 25	5087 00	7173 81	54553 03
Wheeler	119 53	237 70	59 05	197 90	792 88	7855 14
York	329 20	3490 65	1712 16	4969 76	8584 83	107361 22

SCHOOL DISTRICT PROPERTY, APPORTIONMENT OF SCHOOL FUNDS, INDEBTEDNESS, 1905.

Table No. 3.

COUNTY	Total value of all school district property	School Funds Apportioned by County Superintendent			INDEBTEDNESS July 10, 1905		
		Am't derived from state funds	Am't derived from fines and licenses	Total	Bonded	Not Bonded	Total
Totals for State	$11309208 36	$661797 11	$39695 73	$701492 84	$2695769 26	$478766 66	$3174535 92
Adams	227646 00	14241 15	3 00	14244 15	45600 00	4041 68	49641 68
Antelope	103128 45	8328 67	114 00	8442 67	17626 10	5643 94	23270 04
Banner	7374 65	471 67	17 00	488 67	800 13	1351 28	2151 41
Blaine	3177 45	250 73	.....	250 73	1000 00	767 69	1767 69
Boone	104210 76	7941 17	314 00	8255 17	5725 00	1411 77	7136 77
Box Butte	67417 00	2877 34	.....	2877 34	17000 00	7450 93	24450 93
Boyd	67091 83	6047 49	240 00	6287 49	21980 16	46823 95	68804 11
Brown	33920 10	2254 87	19 00	2273 87	13200 00	1646 95	14846 95
Buffalo	273450 00	13995 67	89 00	14084 67	87250 00	4010 00	91260 00
Burt	125084 73	7844 73	973 48	8818 21	42000 00	4700 29	46700 29
Butler	131767 00	9668 27	974 38	10642 65	12100 00	2138 03	14238 03
Cass	191103 79	12894 54	778 00	13672 54	18100 00	7048 12	25148 12
Cedar	131647 00	8963 41	609 50	9572 91	32070 00	5028 53	37098 53
Chase	23366 50	1464 09	375 94	1840 03	2725 00	9490 26	12215 26
Cherry	52319 48	3308 67	976 78	4285 45	7244 00	1633 32	8877 32
Cheyenne	68295 35	2940 46	51 90	2992 36	13800 00	16612 31	30412 31
Clay	140804 00	9359 67	129 75	9489 42	16575 00	2183 22	18758 22
Colfax	103241 17	7339 75	610 00	7949 75	23900 00	137 65	24037 65
Cuming	114488 00	9519 23	48 00	9567 23	15773 00	2039 55	17812 55
Custer	156977 28	13911 51	326 50	14238 01	22154 26	26729 08	48883 34
Dakota	56222 00	4060 88	35 00	4095 88	4000 00	520 12	4520 12
Dawes	78079 69	3182 43	.....	3182 43	30390 00	5931 44	36321 44
Dawson	133879 00	8135 79	730 39	8866 18	20458 29	19651 87	40110 16
Deuel	22949 28	1236 15	.....	1236 15	1425 00	6175 16	7600 16
Dixon	109121 00	7357 28	11 00	7368 28	46770 00	599 58	47369 58
Dodge	268215 67	13473 16	133 81	13606 97	52090 00	1840 50	53930 50
Douglas	2728970 33	75322 73	7690 16	83012 89	910300 00	4230 70	914530 70
Dundy	21996 50	1548 25	93 00	1641 25	2475 00	1052 70	3527 70
Fillmore	119106 00	9457 86	124 15	9582 01	31400 00	238 32	31638 32
Franklin	70051 82	6156 20	164 34	6320 54	19145 00	3157 04	22302 04
Frontier	55936 96	5177 80	31 00	5208 80	5708 50	7396 54	13105 04
Furnas	106989 00	6983 81	724 38	7708 19	26171 52	15275 03	41446 55
Gage	270489 50	18333 59	.....	18333 59	77451 65	25494 11	102945 76
Garfield	19693 50	1627 16	121 03	1748 19	7630 00	5921 22	13551 22
Gosper	38104 00	3178 92	56 00	3234 92	1200 00	1930 82	3130 82
Grant	9520 00	343 67	100 20	443 87	6500 00	567 07	7067 07
Greeley	52845 00	4767 50	504 00	5271 50	5130 00	350 00	5480 00
Hall	226627 00	10687 00	1096 67	11783 67	38124 00	1522 67	39646 67
Hamilton	99153 15	8421 60	77 00	8498 60	6400 00	1232 48	7632 48
Harlan	70874 00	5998 40	1089 09	7087 49	9418 00	2034 45	11452 45
Hayes	21812 00	1653 46	120 00	1773 46	2090 00	3014 97	5104 97
Hitchcock	45832 00	2926 96	40 00	2966 96	10694 00	224 44	10918 44
Holt	120762 00	8287 43	75 00	8362 43	4679 00	33808 00	38487 00
Hooker	8287 00	268 27	1188 00	1456 27	4000 00	509 34	4509 34
Howard	84301 00	7508 07	2128 50	9636 57	5811 30	468 96	6280 26
Jefferson	153234 00	9512 21	115 51	9627 72	33750 00	8118 76	41868 76
Johnson	112953 05	6857 56	355 96	7213 52	23835 00	2887 14	26722 14

SCHOOL DISTRICT PROPERTY, APPORTIONMENT OF SCHOOL FUNDS, INDEBTEDNESS, 1905.

Table No. 3—Concluded.

COUNTY	Total value of all school district property	School Funds Apportioned by County Superintendent			INDEBTEDNESS July 10, 1905		
		Am't derived from state funds	Am't derived from fines and licenses	Total	Bonded	Not Bonded	Total
Kearney	$ 87183 00	$6154 45	$ 62 00	$ 6216 45	$ 2600 00	$ 321 55	$ 2921 55
Keith	26960 05	1171 27	51 78	1223 05	1020 00	1648 53	2668 53
Keya Paha	18806 53	2018 17	257 78	2275 95	5792 00	5598 20	11390 20
Kimball	17035 00	475 17	. ...	475 17	725 00	336 40	1061 40
Knox	121339 45	10620 37	1081 35	11701 72	26992 90	8746 28	35739 18
Lancaster	596377 50	39074 65	367 32	39441 97	192520 00	37027 48	229547 48
Lincoln	116192 81	7394 11	.....	7394 11	29450 00	5004 76	34454 76
Logan	7014 00	494 46	.....	494 46	4000 00	1245 00	5245 00
Loup	7310 00	1088 87	. .....	1088 87	1150 00	1729 05	2879 05
McPherson	794 39	362 95	.....	362 95	.....	397 01	397 01
Madison	181650 20	11163 93	636 30	11800 23	61380 00	2926 81	64306 81
Merrick	89275 00	5491 66	162 03	5653 69	16000 00	472 81	16472 81
Nance	71398 00	5086 63	148 00	5234 63	14300 00	18170 48	32470 48
Nemaha	115566 00	8817 87	333 70	9151 57	30708 00	2325 27	33033 27
Nuckolls	123439 93	7471 26	148 00	7619 26	16825 00	2722 21	19547 21
Otoe	210509 50	12521 06	637 91	13158 97	31500 50	1317 52	32818 02
Pawnee	106399 00	7374 29	47 00	7421 29	20700 00	2463 81	23163 81
Perkins	21389 25	922 49	.....	922 49	769 19	2320 07	3089 26
Phelps	97387 00	5986 12	31 00	6017 12	37550 00	528 97	38078 97
Pierce	81967 00	6280 69	1610 00	7890 69	15300 00	854 23	16154 23
Platte	126398 46	11519 87	2119 00	13638 87	46705 00	1258 31	47963 31
Polk	80925 96	7032 90	10 00	7042 90	10350 00	1216 00	11566 00
Red Willow	77141 43	5901 95	25 00	5926 95	32236 46	5330 69	37567 15
Richardson	200352 22	11335 75	410 03	11745 78	35000 00	6275 48	41275 48
Rock	26295 00	1995 37	50 00	2045 37	3100 00	2134 50	5234 50
Saline	187498 00	11530 39	1461 56	12991 95	44665 00	1768 42	46433 42
Sarpy	88830 00	5216 38	1985 90	7202 28	15300 00	606 79	15906 79
Saunders	195970 88	14018 46	1496 87	15515 33	15650 00	6735 45	22385 45
Scottsbluff	35658 48	2161 94	117 67	2279 61	16760 00	19624 52	36384 52
Seward	104710 00	9720 87	23 96	9744 83	.....	102 32	102 32
Sheridan	42542 50	2961 49	55 00	3016 49	10001 00	7529 77	17530 77
Sherman	52290 00	4881 48	133 00	5014 48	12338 30	3975 79	16314 09
Sioux	10464 45	803 00	27 46	830 46	500 00	876 46	1376 46
Stanton	60450 00	4893 75	49 86	4943 61	1395 00	61 59	1456 59
Thayer	123880 00	8956 39	95 00	9051 39	5010 00	1324 45	6334 45
Thomas	5576 00	354 19	106 41	460 60	1400 00	.....	1400 00
Thurston	41356 00	3626 10	212 50	3838 60	12700 00	7466 34	20166 34
Valley	62325 99	5298 79	801 32	6100 11	12469 00	5613 94	18082 94
Washington	163019 00	7932 40	568 92	8501 32	35250 00	430 00	35680 00
Wayne	83397 79	6706 77	97 85	6804 62	18600 00	564 69	19164 69
Webster	91966 30	7018 87	506 00	7524 87	13488 00	845 43	14333 43
Wheeler	8591 30	1011 72	.....	1011 72	.....	1571 75	1571 75
York	109060 00	10860 58	313 83	11174 41	39900 00	2255 55	42155 55

Table No. 4. TEACHERS.—NUMBER,

COUNTY	Number of Certificates Issued			Number Teachers Employed			Aggregate Number Days Taught	
	First grade	Second grade	Third grade	Men	Women	Total	Men	Women
Totals for State	732	5761	983	1310	8370	9680	192884	1264452
Adams	11	84	6	18	127	145	3119	20130
Antelope	13	53	54	25	142	167	2590	16621
Banner	3	12	2	2	15	17	219	1645
Blaine	.....	8	4	9	1	10	120	816
Boone	10	75	10	10	102	112	1619	15676
Box Butte	8	52	3	8	61	69	1163	6847
Boyd	6	49	17	21	87	108	2436	9976
Brown	7	25	3	6	49	55	727	5975
Buffalo	23	150	4	19	174	193	2760	26298
Burt	5	77	16	12	103	115	1966	14926
Butler	14	75	16	28	111	139	4678	17733
Cass	11	85	10	20	148	168	3999	23450
Cedar	10	26	9	16	120	136	2512	19517
Chase	1	35	4	9	49	58	1145	5534
Cherry	10	52	16	6	68	74	678	9557
Cheyenne	9	58	7	15	63	78	2174	7977
Clay	5	116	1	21	111	132	3382	18021
Colfax	7	53	4	19	72	91	2936	11820
Cuming	.....	82	11	16	96	112	2463	15216
Custer	20	180	22	27	260	287	3662	29300
Dakota	8	38	5	10	45	55	1569	7348
Dawes	12	44	10	9	72	81	1072	10007
Dawson	4	48	40	15	124	139	2345	19080
Deuel	3	35	.....	8	28	36	1005	3511
Dixon	5	74	16	13	120	133	1932	17653
Dodge	20	94	.....	16	148	164	2998	24890
Douglas	2	25	2	35	625	660	5794	113210
Dundy	5	50	6	10	41	51	1002	4733
Fillmore	11	112	7	21	119	140	3606	17938
Franklin	12	108	3	11	89	100	1762	12756
Frontier	13	66	37	17	108	125	2154	12747
Furnas	9	100	5	22	119	141	2786	16472
Gage	13	134	43	34	225	259	5012	34624
Garfield	2	29	2	7	29	36	762	3402
Gosper	4	46	4	6	62	68	746	8381
Grant	1	.....	1	2	6	8	357	966
Greeley	3	47	5	9	76	85	1414	10006
Hall	24	80	.....	21	116	137	2432	20017
Hamilton	15	100	.....	22	113	135	3152	16540
Harlan	20	50	30	23	78	101	3152	11236
Hayes	5	30	8	5	38	43	734	4928
Hitchcock	.....	.....	.....	13	68	81	1578	8777
Holt	15	209	40	37	192	229	4437	21633
Hooker	.....	3	.....	2	7	9	269	995
Howard	10	88	2	20	81	101	2617	12361
Jefferson	13	66	40	25	118	143	3739	18370
Johnson	4	95	.....	7	94	101	1396	14800
Kearney	3	55	9	10	84	94	1402	12774
Keith	8	20	7	5	30	35	1129	3725
Keya Paha	6	41	8	6	51	57	380	6240

SALARIES, ETC., 1905.

Table No. 4—Continued.

COUNTY	Total Wages Earned		Average Monthly Wages		
	Men	Women	Men	Women	Total
Totals for State	$567566 36	$2643623 37	$58 85	$41 81	$44 07
Adams	$9314 98	$43898 60	$53 32	$43 61	$45 78
Antelope	6480 75	29520 00	50 04	35 52	37 48
Banner	355 00	2665 50	32 27	32 48	32 40
Blaine	210 00	1295 40	35 00	31 75	33 81
Boone	4801 00	30770 28	59 30	39 25	41 13
Box Butte	3901 40	14431 20	67 26	42 12	45 82
Boyd	5556 00	18223 30	45 61	36 53	38 31
Brown	2117 50	9889 29	58 25	33 10	35 82
Buffalo	9371 50	48292 43	68 63	36 72	39 64
Burt	6161 90	30350 30	62 68	40 67	43 23
Butler	12993 50	35940 68	55 55	40 54	43 67
Cass	12729 30	51399 45	63 66	43 83	46 72
Cedar	8190 00	38713 20	65 20	39 67	42 58
Chase	2400 73	9566 33	41 93	34 45	35 84
Cherry	2385 30	18300 35	70 36	38 29	40 41
Cheyenne	5743 15	15910 75	52 83	39 88	42 66
Clay	10721 89	36027 50	55 23	39 98	43 70
Colfax	8436 97	25128 82	57 47	42 51	45 49
Cuming	7376 75	32349 75	59 90	42 52	44 95
Custer	7335 64	55555 47	40 06	37 92	38 16
Dakota	4205 00	14099 25	53 60	38 38	41 05
Dawes	2905 00	18382 00	54 19	36 73	38 60
Dawson	6920 90	32936 88	59 02	34 52	37 26
Deuel	1993 68	6132 50	39 67	35 00	35 90
Dixon	6367 56	31820 55	65 90	36 05	39 00
Dodge	9945 25	54265 75	66 34	43 60	46 05
Douglas	33653 25	422472 22	116 20	74 63	76 82
Dundy	2296 75	7740 43	45 85	32 70	36 73
Fillmore	10799 40	34159 65	59 89	38 09	41 73
Franklin	5332 50	20918 67	60 52	32 79	36 16
Frontier	5094 25	21179 58	47 30	33 22	35 26
Furnas	8081 00	28445 50	58 04	33 56	37 93
Gage	16524 60	71544 00	64 55	41 60	44 44
Garfield	1486 00	4983 00	39 10	29 31	31 07
Gosper	1594 00	14493 53	42 60	33 27	35 25
Grant	1260 00	2265 00	70 58	46 89	53 29
Greeley	3559 00	16828 00	50 34	33 63	38 34
Hall	9439 50	41567 21	77 62	41 53	45 45
Hamilton	8168 72	33961 25	51 83	41 06	42 80
Harlan	7349 50	19608 00	46 63	34 90	37 47
Hayes	1370 00	8294 00	37 32	33 66	34 14
Hitchcock	2916 00	14852 80	36 96	33 84	34 32
Holt	10119 00	35432 00	45 61	32 76	34 95
Hooker	705 00	1995 00	52 40	40 10	42 72
Howard	6890 25	22622 15	52 56	36 60	39 40
Jefferson	9901 37	35711 45	52 96	38 88	41 26
Johnson	4560 00	27867 50	65 33	37 66	40 04
Kearney	4015 50	26261 75	57 28	41 11	42 71
Keith	2585 00	7000 00	45 80	37 65	39 53
Keya Paha	825 00	9605 00	43 42	30 78	31 51

TEACHERS.—NUMBER,

Table No. 4—Continued.

COUNTY	Number of Certificates Issued			Number Teachers Employed			Aggregate Number Days Taught	
	First grade	Second grade	Third grade	Men	Women	Total	Men	Women
Kimball	11	16	.....	6	19	25	609	1866
Knox	5	101	33	22	144	166	2785	19789
Lancaster	11	134	31	41	322	363	6424	53330
Lincoln		.....	.....	.....	.....	.....	2364	17902
Logan	2	9	1	3	9	12	358	1033
Loup	....	23	2	6	20	26	593	2188
McPherson	.....	6	2	1	11	12	60	914
Madison	7	59	22	13	120	133	2189	19848
Merrick	1	79	.....	16	80	96	2352	12159
Nance	10	51	12	14	82	96	1621	12333
Nemaha	6	54	1	24	93	117	4026	14289
Nuckolls	3	73	26	24	104	128	3554	15672
Otoe	9	112	33	19	150	169	2738	24598
Pawnee	10	76	16	12	100	112	2135	14970
Perkins	6	33	13	11	32	43	1438	3962
Phelps	22	77	4	5	89	94	1208	13536
Pierce	11	47	18	15	94	109	1883	13845
Platte	4	82	16	19	93	112	2772	16069
Polk	22	30	1	9	84	93	2026	12325
Red Willow	4	102	5	16	92	108	2132	12716
Richardson	5	74	51	32	119	151	4958	19053
Rock	4	43	9	8	42	50	900	5290
Saline	21	93	47	17	162	179	2573	25275
Sarpy	8	25	3	12	56	68	2189	9157
Saunders	10	138	5	38	141	179	6486	22427
Scottsbluff	4	31	5	9	27	36	1344	3728
Seward	12	105	.....	16	110	126	2342	18465
Sheridan	6	72	6	9	84	93	1136	9301
Sherman	8	76	.....	8	76	84	1080	10570
Sioux	2	16	5	7	20	27	796	2497
Stanton	5	76	8	6	61	67	1007	9121
Thayer	10	120	6	26	111	137	3824	17200
Thomas	.....	4	2	.....	10	10	....	1381
Thurston	.....	32	5	5	38	43	734	5366
Valley	6	73	8	14	76	90	2222	9855
Washington	13	43	6	14	83	97	2573	13769
Wayne	17	95	19	23	99	122	2705	13816
Webster	13	90	3	16	93	109	2335	14060
Wheeler	2	21	10	5	28	33	488	3054
York	19	136	.....	21	131	152	2844	20568

SALARIES, ETC., 1905.

Table No. 4—Concluded.

COUNTY	Total Wages Earned		Average Monthly Wages		
	Men	Women	Men	Women	Total
Kimball	$ 1780 00	$ 4120 00	$ 51 60	$ 44 15	$ 47 67
Knox	7949 45	36334 77	57 09	36 72	39 23
Lancaster	23817 70	121074 07	73 84	45 45	48 50
Lincoln	7154 99	35214 60	63 20	39 34	41 81
Logan	728 95	1678 00	40 72	32 22	34 24
Loup	1084 25	3115 75	36 57	28 50	30 24
McPherson	105 00	1399 65	35 00	30 67	30 78
Madison	8122 50	40549 75	74 72	40 91	44 13
Merrick	6390 66	22690 70	54 34	37 32	40 08
Nance	4202 50	23972 66	51 85	38 88	40 38
Nemaha	10083 00	26837 84	50 09	37 56	40 32
Nuckolls	9409 13	30642 67	52 95	39 10	41 72
Otoe	10190 60	49634 08	74 60	40 35	43 77
Pawnee	5810 08	27809 50	54 45	37 15	39 03
Perkins	2430 00	6022 00	33 75	30 41	31 30
Phelps	3539 00	25889 05	58 59	38 25	40 00
Pierce	4915 00	27156 12	52 15	39 20	42 05
Platte	9187 50	32539 75	66 29	40 50	44 29
Polk	5590 00	23675 65	55 18	38 43	41 07
Red Willow	5681 50	23579 50	53 24	37 08	39 41
Richardson	14298 00	36512 65	57 63	38 33	42 32
Rock	1620 00	8395 25	36 00	31 74	32 36
Saline	8459 47	46451 95	65 75	36 75	39 43
Sarpy	6934 00	20254 00	63 65	44 23	47 99
Saunders	19965 00	44720 25	61 56	44 80	48 98
Scottsbluff	4311 25	8376 00	64 14	45 00	50 02
Seward	7933 25	34720 15	58 80	38 25	41 00
Sheridan	2845 00	17?68 50	50 09	37 13	38 43
Sherman	2970 00	18313 25	55 00	34 65	36 54
Sioux	1662 75	4476 00	41 77	35 88	37 28
Stanton	2879 00	18839 34	57 18	41 27	42 89
Thayer	10883 40	26850 97	59 54	31 22	36 37
Thomas	.....	2572 50	.....	37 25	37 25
Thurston	2148 00	11254 00	58 53	41 94	43 61
Valley	5122 00	18032 00	46 10	36 60	38 34
Washington	8291 00	28745 50	64 45	41 67	45 22
Wayne	6688 75	26898 00	49 45	38 93	40 66
Webster	5636 50	26961 00	38 28	38 35	39 15
Wheeler	780 00	4742 00	31 97	31 02	31 18
York	8521 00	39630 73	60 00	38 53	41 13

Table No. 5.

PUPILS.—CENSUS, ENROLLMENT,

COUNTY	Census — No. of children between 5 & 21 yrs of age			Children between 7 and 15 yrs of age		ENROLLMENT					
						Pupils between 5 & 21 yrs of age					
	Males	Females	Total	Whole number	Attended two-thirds of time sch'l was held	Males	Females	Total	Pupils over 21 years of age	Pupils under 5 years of age	Total
Totals for State	191887	185011	376898	209672	160559	142059	136656	278715	425	788	279928
Adams	4180	4091	8271	5392	3001	2479	2416	4895	1	7	4903
Antelope	2477	2281	4758	2465	1604	1915	1698	3613	4	10	3627
Banner	140	150	290	168	154	97	108	205	....	1	206
Blaine	140	103	243	155	117	90	61	151	.....	...	151
Boone	2387	2146	4533	2305	1938	1847	1699	3546	3	12	3561
Box Butte	833	835	1668	885	833	761	762	1523	....	2	1525
Boyd	1773	1699	3472	2192	1736	1572	1450	3022	2	5	3029
Brown	676	632	1308	784	623	544	548	1092	1	3	1096
Buffalo	4326	4076	8402	4844	3867	2927	2826	5753	....	6	5759
Burt	2303	2117	4420	2654	1930	1914	1723	3637	2	16	3655
Butler	2697	2654	5351	2991	2327	2065	2042	4107	4	4	4115
Cass	3565	3536	7101	6184	3277	2803	2638	5441	1	14	5456
Cedar	2751	2543	5294	3083	2341	1925	1854	3779	3	11	3793
Chase	460	446	906	613	518	437	419	856	....	3	859
Cherry	991	988	1979	1117	808	858	868	1726	5	7	1738
Cheyenne	860	850	1710	1059	967	746	765	1511	1	10	1522
Clay	2644	2593	5237	2860	2589	2084	2021	4105	1	9	4115
Colfax	2093	1935	4028	2303	1772	1520	1420	2940	2	10	2952
Cuming	2816	2644	5460	3201	1878	1841	1684	3525	.....	15	3540
Custer	4207	3985	8192	4592	3963	3426	3237	6663	.....	1	6664
Dakota	1200	1131	2331	1329	1030	910	813	1723	2	2	1727
Dawes	968	967	1935	1078	861	795	789	1584	.....	6	1590
Dawson	2488	2427	4915	2821	2245	1985	1976	3961	3	7	3971
Deuel	385	380	765	433	337	325	310	635	.....	2	637
Dixon	2136	2010	4146	2471	1663	1877	1796	3673	3	15	3691
Dodge	3711	3831	7542	3965	3255	2656	2720	5376	3	12	5391
Douglas	20481	20264	40745	20872	15653	13476	13368	26844	273	8	27125
Dundy	506	503	1009	720	540	424	427	851	2	10	863
Fillmore	2653	2702	5355	2959	2131	2154	2133	4287	1	10	4298
Franklin	1898	1654	3552	1876	1398	1459	1265	2724	1	18	2743
Frontier	1599	1457	3056	1606	1235	1246	1144	2390	2	20	2412
Furnas	2068	2020	4088	2308	2082	17 8	1749	3477	3	9	3489
Gage	5273	5147	10420	5544	4706	4061	3915	7976	3	36	8015
Garfield	491	514	1005	568	494	348	385	733	1	4	738
Gosper	962	879	1841	1001	787	727	663	1390	....	8	1398
Grant	99	96	195	111	128	111	101	212	.....	1	213
Greeley	1400	1415	2815	1563	1201	955	975	1930	6	4	1940
Hall	3087	3038	6125	2518	3363	2107	2110	4217	.....	2	4219
Hamilton	2354	2361	4715	2556	2276	1783	1683	3466	3	6	3475
Harlan	1919	1622	3541	1939	1417	1440	1300	2740	1	15	2756
Hayes	480	444	924	553	546	415	385	800	....	....	800
Hitchcock	938	903	1841	1012	884	735	715	1450	2	3	1455
Holt	2568	2546	5114	2958	2154	1936	1888	3824	.....	1	3825
Hooker	91	74	165	94	144	83	71	154	.....	..	154
Howard	2190	2166	4356	2393	1635	1651	1568	3219	4	16	3239
Jefferson	2751	2658	5409	3057	2593	2221	2125	4346	1	18	4365
Johnson	1961	1942	3903	2343	1984	1517	1520	3037	1	6	3044

ATTENDANCE, 1905.

Table No. 5—Continued.

COUNTY	Aggregate number of days attended by all pupils.			Average daily attendance.			Pupils trans. under sec. 4a subd 5
	Males	Females	Total	Males	Females	Total	
Totals for State	15523946	15994842	31518788	91414	93758	185172	4642
Adams	293289	308460	601749	1692	1775	3467	112
Antelope	176898	198434	375332	1104	1135	2239	71
Banner	4886	6399	11285	55	71	126	12
Blaine	6841	4136	10977	70	41	111	....
Boone	169092	172992	342084	1000	1022	2022	56
Box Butte	84710	86250	170960	556	561	1117	5
Boyd	175022	179896	354918	1055	1038	2093	8
Brown	49829	55690	105519	319	350	669	38
Buffalo	277088	296290	573378	1642	1765	3407	41
Burt	208715	199966	408681	1205	1133	2336	80
Butler	232249	242140	474389	1361	1392	2753	16
Cass	310208	326397	636605	1758	1813	3571	21
Cedar	187819	195789	383608	1082	1119	2201	60
Chase	36943	35862	72805	260	255	515	37
Cherry	80168	87174	167342	550	578	1128	33
Cheyenne	69782	70557	140339	471	492	963	25
Clay	234556	252386	486942	1324	1429	2753	124
Colfax	160118	169554	329672	931	938	1869	55
Cuming	192133	191669	383802	1114	1056	2170	98
Custer	254930	257867	512797	1742	1755	3497	44
Dakota	91422	87210	178632	528	507	1035	5
Dawes	77360	82748	160108	540	573	1113	21
Dawson	193398	215370	408768	1204	1307	2511	93
Deuel	24093	21654	45747	195	176	371	3
Dixon	172457	199964	372421	1031	1138	2169	153
Dodge	353808	355244	709052	1919	2004	3923	80
Douglas	168822	2125412	4294234	11775	11573	23348	47
Dundy	32932	35491	68423	256	273	529	11
Fillmore	233864	251075	484939	1346	1438	2784	66
Franklin	144297	136342	280639	892	835	1727	88
Frontier	105435	106038	211473	727	737	1464	97
Furnas	178128	187110	365238	1119	1194	2313	34
Gage	444109	460641	904750	2585	2755	5340	256
Garfield	16818	17412	34230	150	199	349	6
Gosper	63156	64724	127880	435	440	875	47
Grant	12596	11748	24344	75	69	144	....
Greeley	83267	101887	185154	522	618	1140	95
Hall	251030	284305	535335	1338	1530	2868	36
Hamilton	173305	191018	364323	1037	1135	2172	55
Harlan	127154	119991	247145	831	769	1600	80
Hayes	32606	32800	65406	159	161	320	...
Hitchcock	73975	72433	146408	499	499	998	23
Holt	159321	169950	329271	1068	1137	2205	....
Hooker	7387	7063	14450	50	48	98	....
Howard	147821	157498	305319	880	945	1825	133
Jefferson	221741	238648	460389	1361	1437	2798	129
Johnson	165276	174382	339658	972	1019	1991	14

PUPILS.—CENSUS, ENROLLMENT,

Table No. 5—Continued.

COUNTY	Census — No. of children between 5 & 21 yrs of age			Children between 7 and 15 yrs of age		ENROLLMENT					
						Pupils between 5 & 21 yrs of age					
	Males	Females	Total	Whole number	Attended two-thirds of time sch'l was held	Males	Females	Total	Pupils over 21 years of age	Pupils under 5 years of age	Total
Kearney	1805	1731	3536	1807	1284	1385	1258	2643	3	12	2658
Keith	326	338	664	445	306	276	274	550	.....	1	551
Keya Paha	579	565	1144	622	514	558	493	1051	.....	.....	1051
Kimball	151	137	288	177	185	127	129	256	.....	.....	256
Knox	3201	2938	6139	3596	2460	2300	2087	4387	2	14	4403
Lancaster	10600	10285	20885	9978	7077	6608	6676	13284	14	81	13379
Lincoln	2111	2043	4154	2489	1893	1641	1612	3253	8	2	3263
Logan	159	159	318	189	151	119	120	239	.....	1	240
Loup	331	298	629	381	308	306	249	555	.....	1	556
McPherson	96	117	213	128	95	69	92	161	.....	1	162
Madison	3222	3180	6402	3400	2555	2371	2444	4815	1	10	4826
Merrick	1593	1611	3204	1756	1376	1202	1239	2441	.....	11	2452
Nance	1525	1416	2941	1691	738	1236	1205	2441	.....	7	2448
Nemaha	2588	2335	4923	2922	2428	1975	1811	3786	2	16	3804
Nuckolls	2291	2086	4377	2324	1911	1785	1601	3386	1	9	3396
Otoe	3636	3592	7228	3846	3642	2553	2521	5074	.....	14	5088
Pawnee	2082	2011	4093	2129	2118	1710	1574	3284	.....	5	3289
Perkins	273	258	531	301	282	225	217	442	.....	3	445
Phelps	1892	1731	3623	1902	1530	1365	1245	2610	6	9	2625
Pierce	1855	1800	3655	2126	1257	1389	1384	2773	2	14	2789
Platte	3404	3243	6647	3590	1755	1924	1701	3625	4	14	3643
Polk	1914	1814	3728	2142	1762	1464	1391	2855	.....	1	2856
Red Willow	1828	1784	3612	2000	1468	1409	1441	2850	.....	15	2865
Richardson	3121	3145	6266	3553	2688	2533	2490	5023	.....	16	5039
Rock	570	573	1143	609	539	468	468	936	2	1	939
Saline	3325	3125	6450	3594	3320	2707	2523	5230	.....	6	5236
Sarpy	1496	1474	2970	1756	1346	1141	1126	2267	1	3	2271
Saunders	3930	4040	7970	4506	3728	3015	2984	5999	.....	15	6014
Scottsbluff	610	710	1320	856	825	602	520	1122	3	4	1129
Seward	2844	2620	5464	3009	2251	1958	1817	3775	6	12	3793
Sheridan	891	928	1819	1209	1123	775	821	1596	.....	7	1603
Sherman	1501	1449	2950	1719	843	1078	1054	2132	6	12	2150
Sioux	339	309	648	378	275	269	228	497	2	4	503
Stanton	1485	1344	2829	1527	978	1104	987	2091	1	14	2106
Thayer	2628	2479	5107	2992	2216	2004	1836	3840	3	15	3858
Thomas	121	112	233	150	128	99	83	182	1	5	188
Thurston	1203	1001	2204	1468	855	784	701	1485	.....	.....	1485
Valley	1687	1493	3180	1688	1327	1308	1237	2545	4	12	2561
Washington	2258	2125	4383	2447	2064	1706	1569	3275	3	15	3293
Wayne	1988	1902	3890	2142	1359	1429	1372	2801	2	9	2812
Webster	2063	1965	4028	2114	1817	1637	1525	3162	1	3	3166
Wheeler	342	314	656	364	212	231	217	448	.....	3	451
York	3047	2976	6023	3155	2585	2238	2201	4439	2	6	4447

ATTENDANCE, 1905.

Table No. 5—Concluded.

COUNTY	Aggregate number of days attended by all pupils.			Average daily Attendance			Pupils trans. under sec. 4a, subd 5
	Males	Females	Total	Males	Females	Total	
Kearney	142584	144234	286818	855	865	1720	127
Keith	27365	31348	58713	157	181	338	4
Keya Paha	40632	42838	83470	322	343	665	....
Kimball	13208	12959	26167	86	85	171	...
Knox	204556	206752	411308	1292	1295	2587	12
Lancaster	963058	1007429	1970487	4663	4904	9567	151
Lincoln	150419	158033	308452	950	1009	1959	26
Logan	10027	9163	19190	83	71	154	..
Loup	22680	20200	42880	167	142	309	18
McPherson	4635	4635	9270	47	46	93	....
Madison	254136	276289	530425	1487	1634	3121	147
Merrick	129314	141221	270535	771	836	1607	14
Nance	132991	132077	265068	787	779	1566	...
Nemaha	212504	205800	418304	1255	1217	2472	59
Nuckolls	182806	171281	354087	1104	1005	2109	95
Otoe	293474	306812	600286	1701	1768	3469	....
Pawnee	187675	193152	380827	1119	1136	2255	35
Perkins	21359	23123	44482	145	163	308	8
Phelps	138018	138409	276427	843	838	1681	166
Pierce	134161	142702	276863	817	834	1651	144
Platte	188577	182104	370681	1074	1044	2118	229
Polk	140682	149196	289878	851	902	1753	67
Red Willow	148657	158583	307240	950	1023	1973	57
Richardson	269032	286704	555736	1642	1767	3410	68
Rock	42333	42741	85074	314	331	645	4
Saline	298455	296772	595227	1816	1750	3566	51
Sarpy	125362	132697	258059	730	760	1490	22
Saunders	341504	348811	690315	2009	2058	4067	27
Scottsbluff	61791	57594	119385	384	355	739	5
Seward	205450	211983	417433	1192	1216	2408	58
Sheridan	75438	75903	151341	542	565	1107	60
Sherman	85359	95306	180665	558	621	1179	9
Sioux	24520	21313	45833	177	154	331	....
Stanton	98244	101903	200147	631	656	1287	86
Thayer	196528	198091	394619	1215	1166	2381	87
Thomas	11017	10161	21178	67	60	127	....
Thurston	73709	67141	140850	444	404	848	3
Valley	131431	126591	258022	802	772	1574	49
Washington	209909	202945	412854	1186	1135	2321	15
Wayne	140600	148118	288718	837	876	1713	51
Webster	161309	184412	345721	976	1109	2085	68
Wheeler	15956	13939	29895	123	108	231	21
York	251627	267311	518938	1460	1540	3000	91

DISTRICTS, SCHOOLHOUSES, LENGTH OF TERM, 1905

Table No. 6.

COUNTY	No. of districts	SCHOOLHOUSES						Length of term—No. of districts holding—				Average No. days of school in all districts
		Frame	Brick	Stone	Log	Sod	Total	Nine months or more	Six to nine months	Three to six months	Less than three mos. or none	
Totals for State	6656	6108	349	35	84	220	6796	1861	3985	530	280	142
Adams	80	77	9	...	...	...	86	50	30	.....	.....	165
Antelope	110	108	2	...	...	...	110	10	95	4	1	141
Banner	27	13	...	...	10	1	24	...	9	8	10	70
Blaine	10	3	...	...	...	6	9	.....	3	6	1	94
Boone	81	79	4	...	...	...	83	26	52	1	2	150
Box Butte	56	21	3	...	2	22	48	1	25	20	10	113
Boyd	76	71	1	...	...	1	73	13	46	11	6	121
Brown	46	32	2	...	4	3	41	3	25	13	5	105
Buffalo	119	121	10	1	...	...	132	34	81	4	.....	154
Burt	69	67	4	...	...	...	71	37	32	.....	.....	168
Butler	93	94	2	...	...	...	96	35	58	.....	.....	165
Cass	100	93	15	1	...	...	109	58	42	.....	.....	168
Cedar	89	102	2	...	...	...	104	45	44	.....	.....	161
Chase	62	36	1	...	...	13	50	3	34	16	9	102
Cherry	76	47	...	2	5	5	59	13	33	19	11	107
Cheyenne	93	44	...	13	4	14	75	11	32	27	23	86
Clay	77	83	4	...	...	...	87	46	30	1	.....	167
Colfax	60	65	1	...	...	...	66	29	31	.....	.....	167
Cuming	78	75	4	...	...	...	79	30	48	.....	.....	162
Custer	252	212	3	...	...	31	246	19	175	35	23	122
Dakota	37	37	2	...	...	...	39	21	16	.....	.....	173
Dawes	89	52	3	...	16	1	72	6	36	29	18	91
Dawson	91	99	5	...	...	4	108	23	60	8	.....	144
Deuel	51	30	...	4	...	16	50	2	15	21	13	89
Dixon	82	86	2	...	...	...	88	17	64	1	.....	155
Dodge	83	84	12	...	...	...	96	64	19	.....	.....	177
Douglas	62	65	45	1	...	...	111	55	6	.....	1	175
Dundy	53	45	1	...	...	1	47	3	20	24	6	99
Fillmore	91	91	3	...	...	...	94	44	47	.....	.....	165
Franklin	71	70	1	...	...	...	71	19	50	2	.....	150
Frontier	105	104	...	...	...	4	108	5	89	10	1	127
Furnas	100	96	4	1	...	...	101	16	76	7	1	138
Gage	157	150	15	1	...	...	166	49	108	.....	.....	160
Garfield	28	14	2	...	...	9	25	2	19	6	1	116
Gosper	61	61	...	...	...	...	61	3	54	4	.....	138
Grant	6	3	1	...	...	2	6	2	4	.....	.....	158
Greeley	57	57	1	...	...	...	58	22	34	.....	1	158
Hall	74	73	7	...	...	...	80	41	33	.....	.....	170
Hamilton	98	99	2	...	...	...	101	29	69	.....	.....	161
Harlan	80	79	3	...	...	...	82	9	67	4	.....	141
Hayes	55	35	...	1	...	10	46	4	38	10	3	103
Hitchcock	75	60	3	...	...	7	70	7	52	9	7	115
Holt	206	188	3	...	...	1	192	17	116	49	24	111
Hooker	3	8	...	...	...	1	9	1	2	.....	.....	158
Howard	71	68	2	1	...	...	71	15	54	2	.....	153
Jefferson	99	96	6	...	...	...	102	30	69	.....	.....	158
Johnson	76	76	4	1	...	...	81	26	50	.....	.....	161

DISTRICTS, SCHOOLHOUSES, LENGTH OF TERM, 1905

Table No. 6—Concluded.

COUNTY	No. of districts	SCHOOLHOUSES						Length of term—No. of districts holding—				Average No. days of school in all districts
		Frame	Brick	Stone	Log	Sod	Total	Nine months or more	Six to nine months	Three to six months	Less than three mos. or none	
Kearney	69	68	2	...	...	...	70	24	45	.....	.....	160
Keith	39	38	1	...	...	4	43	4	17	8	10	98
Keya Paha	54	36	...	...	13	4	53	3	35	14	2	122
Kimball	21	15	..	...	.	11	16	4	7	4	6	93
Knox	117	131	3	...	...	...	134	26	81	10	8	142
Lancaster	138	140	18	...	...	...	158	67	71	.....	... .	166
Lincoln	108	105	1	...	...	8	114	14	63	20	11	118
Logan.	15	6	1	...	...	9	16	1	8	5	1	89
Loup	23	13	...	...	...	8	21	1	17	4	1	117
McPherson	9	....	...	...	...	8	8	1	5	2	1	70
Madison	80	79	9	...	...	...	88	26	54	.....	.....	158
Merrick	60	61	3	...	...	...	64	33	26	.....	1	153
Nance	63	62	1	...	...	...	63	19	44	....	. ....	162
Nemaha	80	66	15	2	...	..	83	35	44	1	.....	157
Nuckolls	91	89	4	...	...	...	93	17	73	1	.....	154
Otoe	104	94	15	1	...	...	110	53	51	.....	.....	163
Pawnee	78	72	4	2	...	...	78	30	48	.....	.....	159
Perkins	69	41	1	...	...	7	49	4	26	20	19	116
Phelps	76	76	2	...	...	...	78	13	62	1	.....	160
Pierce	68	77	4	...	...	...	81	26	42	.....	.....	160
Platte	79	78	6	...	...	...	84	47	31	1	.....	165
Polk	71	70	1	...	...	...	71	20	51	.....	.....	158
Red Willow	81	72	3	...	..	7	82	7	58	15	1	120
Richardson	104	97	11	1	...	...	109	22	81	1	.....	154
Rock	63	50	...	...	2	...	52	3	31	17	12	99
Saline	117	112	10	...	...	...	122	36	80	.....	1	156
Sarpy	39	39	4	...	...	...	43	25	14	.....	.....	165
Saunders	115	112	5	...	...	...	117	61	54	.....	.....	166
Scottsbluff	34	17	2	1	2	1	23	4	16	3	11	129
Seward	91	90	4	...	...	...	94	46	44	1	.....	165
Sheridan	82	48	3	...	18	8	77	3	47	19	13	101
Sherman	75	68	2	...	...	...	70	7	60	3	5	132
Sioux	31	16	...	...	8	...	24	2	12	11	6	94
Stanton	55	54	1	...	...	...	55	13	41	... .	1	153
Thayer	98	97	4	1	...	...	102	16	80	2	.....	150
Thomas	7	5	...	...	...	2	7	4	2	1	.....	160
Thurston	24	30	1	...	. .	...	31	14	8	2	.....	155
Valley	62	63	2	...	...	...	65	15	47	.....	.....	153
Washington	56	57	5	...	...	...	62	39	17	.....	.....	177
Wayne	83	84	1	...	...	...	85	19	63	1	.....	160
Webster	79	80	3	...	...	...	83	16	63	.....	.....	154
Wheeler	31	30	...	...	...	1	31	1	18	11	1	118
York	102	101	3	...	...	...	104	45	56	1	.....	163

COUNTY SUPERINTENDENTS, 1905.

Table No. 7.

COUNTY	SUPERINTENDENT	P. O. ADDRESS	SALARY
Total for State			$ 91512
Adams	W. A. Julian	Hastings	$ 1350
Antelope	C. E. Ward	Neligh	1200
Banner	Jessie Barfoot	Harrisburg	*224
Blaine	Mrs. Louise Erickson	Brewster	*100
Boone	C. M. Penney	Albion	1200
Box Butte	Mrs. Leora Rustin	Alliance	*934
Boyd	C. A. Manville	Butte	1000
Brown	Florence N. Johnston	Ainsworth	*768
Buffalo	T. N. Hartzell	Kearney	1500
Burt	Eugene Brookings	Tekamah	1200
Butler	Jos. C. Hrushka	David City	1200
Cass	C. S. Wortman	Plattsmouth	1500
Cedar	A. E. Ward	Hartington	1200
Chase	Nellie E. Dick	Imperial	*745
Cherry	Lulu Kortz	Valentine	1000
Cheyenne	Mrs. Frances E. Knox	Sidney	840
Clay	Chas. L. Coons	Clay Center	1400
Colfax	John Chleboun, Jr.	Schuyler	1200
Cuming	J. A. Stahl	West Point	1400
Custer	John G. W. Lewis	Broken Bow	1600
Dakota	Geo. J. Boucher	Dakota City	900
Dawes	T. S. Smith	Chadron	800
Dawson	L. A. Olinger	Lexington	1200
Deuel	Mrs. L. M. Bernhard	Chappell	*800
Dixon	A. V. Teed	Ponca	1200
Dodge	Chas. Arnot	Fremont	1400
Douglas	E. J. Bodwell	Omaha	1800
Dundy	C. Estella Goodwin	Benkelman	*860
Fillmore	Henry Vauck	Geneva	1200
Franklin	Ed M. Short	Bloomington	1000
Frontier	Mrs. Clara L. Dobson	Stockville	1000
Furnas	F. G. Downing	Beaver City	1200
Gage	Anna V. Day	Beatrice	1500
Garfield	Grace E. McClimans	Burwell	*500
Gosper	F. W. Montgomery	Elwood	800
Grant	H. R. Dellinger	Hyannis	*192
Greeley	D. D. Donovan	Greeley	1000
Hall	Dan H. Fishburn	Grand Island	1200
Hamilton	John A. Woodard	Aurora	1200
Harlan	P. P. Bentley	Alma	1000
Hayes	G. H. Pickett	Hayes Center	*820
Hitchcock	Jas. O'Connell	Trenton	900
Holt	R. E. Slaymaker	O'Neill	1200
Hooker	Mrs. J. E. Catron	Mullen	*400
Howard	J. A. Ziegler	St. Paul	1200
Jefferson	Mrs. Olive W. True	Fairbury	1200
Johnson	Byron E. Dill	Tecumseh	1200
Kearney	John R. Baker	Minden	1000
Keith	T. H. Whyman	Ogalalla	*800
Keya Paha	John Scheie	Springview	*844
Kimball	B. K. Bushee	Kimball	*800
Knox	F. C. Marshall	Center	1200
Lancaster	O. R. Bowman	Lincoln	1800
Lincoln	Clyde M. Trotter	North Platte	1200

COUNTY SUPERINTENDENTS, 1905.

Table No. 7—Concluded

COUNTY	SUPERINTENDENT	P. O. ADDRESS	SALARY
Logan	Mrs. A. C. Kirby	Gandy	$ *200
Loup	W. L. Johnson	Taylor	*294
McPherson	Mrs. Flora Myers	Lemley	*160
Madison	C. W. Crum	Madison	1200
Merrick	Fred A. Marsh	Central City	1000
Nance	Wood Smith	Fullerton	1000
Nemaha	Geo. D. Carrington, Jr.	Auburn	1200
Nuckolls	W. T. Bottenfield	Nelson	1200
Otoe	R. C. King	Nebraska City	1500
Pawnee	J. C. Waddell	Pawnee	1200
Perkins	A. Softley	Grant	*800
Phelps	E. E. Larson	Holdrege	1000
Pierce	Frank Pilger	Pierce	1000
Platte	L. H. Leavy	Columbus	1200
Polk	D. C. Cole	Osceola	1200
Red Willow	Flora B. Quick	McCook	1091
Richardson	Geo. Crocker	Falls City	1100
Rock	Geo. M. Hopkins	Bassett	800
Saline	D. G. Hopkins	Wilber	1200
Sarpy	G. P. Miller	Papillion	1000
Saunders	J. W. Mengel	Wahoo	1400
Scottsbluff	Frank P. Johnson	Gering	*450
Seward	E. H. Koch	Seward	1200
Sheridan	C. L. Hopper	Rushville	900
Sherman	R. D. Hendrickson	Loup City	1100
Sioux	John Borky	Harrison	*420
Stanton	W. H. Hyland	Stanton	1200
Thayer	Cal R. Phillippi	Hebron	1200
Thomas	Nellie Z. Vandling	Thedford	*120
Thurston	Crato A. Wippern	Pender	800
Valley	Alta B. Jones	Ord	1000
Washington	John A. Rhoades	Blair	1200
Wayne	C. H. Bright	Wayne	1100
Webster	Elizabeth Marker	Red Cloud	1200
Wheeler	E. Pibel	Bartlett	*400
York	Charles O. Stewart	York	1500

* Compensation based upon per diem of not less than $4 nor more than $5.

COUNTY INSTITUTES, SEASON OF 1905

Table No. 8

COUNTY	Date of Beginning	LOCATION	Number of instructors	Length of term in weeks	ENROLLMENT			No. teachers engaged in reading circle work
					Whole number	Actual teachers	Number who have attended some normal school	
Adams	August 7	Hastings	2	1	102	97	.....	97
Antelope	August 21	Neligh	3	1	123	88	33	88
Banner	August 14	Harrisburg	1	1	9	7	4	.....
†Blaine	.....	.....	...	....	...	...	....	.....
Boone	August 21	Albion	3	1	95	93	44	93
aBox Butte	.....	.....	....	....	....	....	.....	.....
Boyd	June 5	Butte	6	1	47	33	2	28
Brown	July 31	Ainsworth	3	2	45	30	6	12
Buffalo	June 12	Kearney	4	1	121	118	36	45
*Burt	August 14	West Point	5	1	97	97	75	97
Butler	August 21	David City	4	1	92	89	75	80
Cass	July 31	Weeping Water	3	1	140	130	50	130
Cedar	August 21	Hartington	3	1	130	125	.....	125
Chase	August 21	Imperial	2	1	56	38	33	18
eCherry	.....	.....	....	....	....	....	.....	.....
Cheyenne	August 14	Sidney	3	1	30	28	7	26
Clay	June 12	Clay Center	4	1	112	95	26	95
Colfax	June 5	Schuyler	4	1	55	45	30	45
*Cuming	August 14	West Point	5	1	105	99	50	104
Custer	July 24	Broken Bow	5	3	240	230	40	105
Dakota	August 14	Dakota	2	1	53	46	20	20
Dawes	August 14	Chadron	3	2	49	48	18	30
Dawson	August 21	Lexington	4	1	103	103	36	60
Deuel	August 21	Chappell	2	1	24	22	7	10
Dixon	August 21	Ponca	3	1	100	93	72	75
Dodge	August 14	Fremont	6	1	151	134	136	134
Douglas	August 21	Omaha	3	1	115	87	78	97
Dundy	June 5	Benkelman	3	2	46	22	8	15
Fillmore	July 24	Geneva	3	1	119	112	.....	67
Franklin	August 21	Bloomington	4	1	90	88	35	75
Frontier	August 14	Curtis	4	2	74	67	27	60
Furnas	June 5	Beaver City	5	1	115	93	45	40
Gage	August 21	Beatrice	4	1	192	187	71	187
Garfield	June 5	Burwell	2	1	37	35	9	35
Gosper	June 5	Elwood	2	1	56	54	23	11
‡Grant	.....	.....	....	....	....	....	.....	.....
Greeley	August 21	Greeley	3	1	77	75	25	74
Hall	June 12	Grand Island	4	1	108	102	8	80
Hamilton	July 31	Aurora	4	1	138	107	.....	90
bHarlan	.....	.....	....	....	...	....	.....	.....
Hayes	.....	.....	....	....	....	....	.....	.....
cHitchcock	.....	.....	....	....	....	....	.....	.....
Holt	June 12	O'Neill	4	2	157	154	....	14
Hooker	August 21	Mullen	1	1	6	4	4	.....
Howard	August 7	St. Paul	3	1	94	90	84	85
Jefferson	August 14	Fairbury	5	1	127	111	68	120
Johnson	August 21	Tecumseh	3	1	98	97	51	26
Kearney	June 12	Minden	4	2	61	60	36	42
Keith	June 5	Ogalalla	2	1	49	36	14	.....
Keya Paha	May 25	Springview	2	2	51	38	3	.....

COUNTY INSTITUTES, SEASON OF 1905

Table No. 8—Concluded.

COUNTY	Date of Beginning	LOCATION	Number of instructors	Length of term in weeks	ENROLLMENT			No. teachers engaged in reading circle work
					Whole number	Actual teachers	Number who have attended some normal school	
Kimball	August 28	Kimball	2	1	20	16	6	16
Knox	August 21	Bloomfield	2	1	125	124	50	74
Lancaster	August 28	Lincoln	6	2	215	207	101	170
*d*Lincoln								
Logan	May 29	Gandy	1	1	23	11	10	11
Loup	July 10	Taylor	2	2	24	13	3	10
**McPherson								
Madison	June 5	Madison	3	1	82	55	25	
Merrick	August 21	Central City	3	1	64	62	40	
Nance	August 28	Fullerton	3	1	81	73		
Nemaha	August 14	Auburn	3	1	119	119	93	114
Nuckolls	July 24	Nelson	4	1	98	92	8	80
Otoe	August 7	Syracuse	3	1	148	126	86	120
Pawnee	August 14	Pawnee	4	1	92	85	57	85
Perkins	August 14	Grant	2	1	19	19	6	
*b*Phelps								
Pierce	June 12	Pierce	5	1	101	97	40	62
Platte	June 12	Columbus	3	1	100	77	56	60
Polk	June 26	Osceola	2	1	57	56	26	79
*c*Red Willow								
Richardson	August 7	Falls City	9	1	169	163	108	152
Rock	June 12	Bassett	3	2	50	42	24	24
Saline	August 14	Wilber	3	1	127	117	28	31
Sarpy	August 28	Papillion	2	1	61	61	54	50
Saunders	June 26	Wahoo	4	1	178	159	93	110
*a*Scottsbluff								
Seward	June 12	Seward	4	1	110	75	40	90
Sheridan	August 14	Rushville	5	2	52	45	26	25
Sherman	July 31	Loup City	3	1	81	61	40	61
Sioux	August 7	Harrison	2	2	31	14	4	5
Stanton	November 13	Stanton	3	1	56	55	45	50
Thayer	June 5	Hebron	3	2	136	100	25	100
Thomas	June 26	Thedford	1	1	4	4		4
Thurston	June 19	Pender	3	1	22	19	15	12
Valley	August 28	Ord	5	1	85	76	22	33
Washington	August 14	Blair	3	1	81	72	25	40
Wayne	June 5	Wayne	4	1	109	109	90	72
Webster	June 5	Red Cloud	4	1	99	64	30	90
Wheeler	July 19	Bartlett	3	1	18	17	8	15
York	July 19	York	5	1	176	152	55	125

a —Alliance junior normal school.
b —Holdrege junior normal school.
c —McCook junior normal school.
d —North Platte junior normal school.
e —Valentine junior normal school.
* —Burt and Cuming county union normal institute.
† —Custer county institute.
‡ —No institute.
**—Logan county institute.

COUNTY INSTITUTES, SEASON OF 1905—

Table No. 9.

COUNTY	Amount on hand at close of last institute	RECEIPTS				
		Examination fees.	Tuition fees	Appropriation of county board	From other sources	Total
Totals for State	$ 4749 44	$ 8214 30	$ 5859 50	$ 5206 20	$ 719 50	$ 24748 94
Adams	141 55	119 00	.....	.....	.....	260 55
Antelope	85 44	209 00	92 25	60 00	.....	446 69
Banner	42 50	8 00	2 50	30 00	.....	83 00
Blaine	48 60	16 00	.....	.....	.....	64 60
Boone	2 10	106 00	70 50	75 00	17 10	270 70
Box Butte	231 50	60 00	.....	50 00	.....	341 50
Boyd	3 50	72 00	47 00	50 00	3 00	175 50
Brown	2 10	31 00	45 00	50 00	1 25	129 35
Buffalo	.....	131 00	68 00	100 00	.....	299 00
Burt	40 89	134 00	97 00	100 00	.....	371 89
Butler	12 09	152 00	91 00	80 00	.....	335 09
Cass	5 78	133 00	140 00	50 00	.....	328 78
Cedar	.....	185 00	.....	100 00	4 00	289 00
Chase	27 74	83 00	56 00	50 00	.....	216 74
Cherry	48 50	59 00	8 00	100 00	.....	215 50
Cheyenne	46 10	32 00	30 00	50 00	2 00	160 10
Clay	128 74	107 00	112 00	100 00	27 85	475 59
Colfax	.....	85 50	55 00	73 25	50	214 25
Cuming	19 62	95 00	105 00	100 00	.....	319 62
Custer	156 52	240 00	240 00	.....	235 00	871 52
Dakota	8 65	64 00	.....	100 00	.....	172 65
Dawes	133 70	83 00	49 00	25 00	.....	290 70
Dawson	214 65	136 00	84 00	.....	.....	434 65
Deuel	.....	42 00	19 00	27 70	.....	88 70
Dixon	126 10	132 00	73 50	100 00	.....	431 60
Dodge	177 65	222 00	151 00	75 00	4 93	630 58
Douglas	.....	120 00	104 00	75 00	.....	299 00
Dundy	14 66	57 00	46 00	100 00	13 92	231 58
Fillmore	70 66	181 80	.....	100 00	.....	352 46
Franklin	12 58	106 00	72 00	100 00	.....	290 58
Frontier	67 14	126 00	74 00	50 00	66 70	383 84
Furnas	34 62	96 00	113 00	100 00	.....	343 62
Gage	33 70	256 00	96 00	.....	.....	385 70
Garfield	20 25	45 00	1 00	50 00	.....	116 25
Gosper	26 03	75 00	.....	80 00	.....	181 03
Grant	31 25	10 00	.....	.....	.....	41 25
Greeley	5 40	72 00	77 00	25 00	.....	179 40
Hall	3 15	120 00	70 00	100 00	.....	293 15
Hamilton	95	26 00	138 00	75 00	.....	239 95
Harlan	211 03	32 00	.....	100 00	.....	343 03
Hayes	10 35	44 00	.....	50 00	.....	104 35
Hitchcock	.....	20 00	.....	.....	.....	20 00
Holt	328 37	136 00	157 00	.....	.....	621 37
Hooker	25 00	16 00	.....	25 00	.....	66 00
Howard	71 94	79 00	94 00	50 00	.....	294 94
Jefferson	61 25	64 00	127 00	100 00	.....	352 25
Johnson	37 00	125 00	98 00	50 00	.....	310 00

STATEMENT OF INSTITUTE FUND.

Table No. 9—Continued.

COUNTY	DISBURSEMENTS			Balance on hand at close of institute	Total
	For instruction	For lectures	Other expenses		
Totals for State	$ 13902 27	$ 2924 10	$ 3248 58	$ 4673 99	$ 24748 94
Adams	160 00	.....	18 80	81 75	260 55
Antelope	150 00	105 00	74 18	117 51	446 69
Banner	38 00	.....	12 90	32 10	83 00
Blaine	.....	.....	13 20	51 40	64 60
Boone	150 00	65 00	45 91	9 79	270 70
Box Butte	150 00	.....	15 00	176 50	341 50
Boyd	140 00	.....	35 50	.....	175 50
Brown	95 00	.....	18 35	16 00	129 35
Buffalo	145 00	59 00	95 00	.....	299 00
Burt	144 00	82 94	91 15	53 80	371 89
Butler	173 50	96 90	10 60	54 09	335 09
Cass	150 00	60 06	89 70	29 08	328 78
Cedar	250 00	.....	39 00	.....	289 00
Chase	92 60	10 00	41 00	73 14	216 74
Cherry	150 00	.....	1 80	63 70	215 50
Cheyenne	120 00	.....	18 50	21 60	160 10
Clay	150 00	75 00	53 00	197 59	475 59
Colfax	196 00	.....	18 25	.....	214 25
Cuming	156 00	144 00	6 00	13 62	319 62
Custer	440 00	235 00	36 00	160 52	871 52
Dakota	105 00	.....	25 40	42 25	172 65
Dawes	203 00	.....	24 70	63 00	290 70
Dawson	182 50	.....	50 91	201 24	434 65
Deuel	80 00	.....	8 70	.....	88 70
Dixon	230 00	95 00	40 25	66 35	431 60
Dodge	229 65	105 00	98 85	197 08	630 58
Douglas	220 00	15 00	29 52	34 48	299 00
Dundy	200 00	14 00	17 58	.....	231 59
Fillmore	130 00	46 00	31 10	145 36	352 46
Franklin	130 00	50 75	31 75	78 08	290 58
Frontier	152 25	67 00	53 88	110 71	383 84
Furnas	232 00	.....	55 70	55 92	343 62
Gage	275 00	25 00	36 40	49 30	385 70
Garfield	90 00	12 00	7 25	7 00	116 25
Gosper	85 00	.....	42 25	53 78	181 03
Grant	.....	.....	2 00	39 25	41 25
Greeley	145 00	25 00	5 25	4 15	179 40
Hall	180 00	10 00	95 00	8 15	293 15
Hamilton	190 00	20 00	29 95	.....	239 95
Harlan	.....	.....	.....	343 03	343 03
Hayes	55 00	10 00	28 85	10 50	104 35
Hitchcock	5 27	7 00	3 00	4 73	20 00
Holt	340 00	.....	50 80	230 57	621 37
Hooker	42 00	1 50	5 00	17 50	66 00
Howard	152 50	40 00	31 20	71 24	294 94
Jefferson	240 00	46 00	24 89	41 36	352 25
Johnson	165 00	25 00	47 03	72 97	310 00

COUNTY INSTITUTES, SEASON OF 1905—

Table No. 9—Continued.

COUNTY	Amount on hand at close of last institute	RECEIPTS				
		Examination fees	Tuition fees	Appropriation of county board	From other sources	Total
Kearney	$ 234 15	$ 37 00	$ 61 00	$ 100 00		$ 432 15
Keith	47 82	25 00	179 00			251 82
Keya Paha		8 00	80 00	32 00		120 00
Kimball	2 00	14 00		100 00		116 00
Knox	20	132 00	125 00	100 00	$ 142 80	500 00
Lancaster	31 00	173 00	107 50			311 50
Lincoln	68 04	109 00	43 00	100 00		320 04
Logan	9 60	21 00	16 00	25 00		71 60
Loup		42 00			25 50	67 50
McPherson	71 66	1 00				72 66
Madison		114 00	82 00	32 85		228 85
Merrick	32 00	79 00	60 00	50 00		221 00
Nance	120 68	113 00	81 00			314 68
Nemaha	188 84	25 00	119 00	100 00		432 84
Nuckolls	8 00	107 00	98 00	25 00		238 00
Otoe	10 63	187 00		100 00		297 63
Pawnee	11 91	24 00	138 00	60 00		233 91
Perkins	34 75	52 00	19 00	40 00		145 75
Phelps	83 76	69 00		100 00		252 76
Pierce	49 15	68 00	97 00	60 00		274 15
Platte	3 67	95 00	100 00	100 00		298 67
Polk	89	76 00	57 00	75 00		208 89
Red Willow	163 12	160 00		100 00		423 12
Richardson	46 60	198 00	169 00	25 00		438 60
Rock		34 00	50 00	25 00	26 50	135 50
Saline		173 00		75 00		248 00
Sarpy		53 00	61 00	50 00	15 30	179 30
Saunders	33 00	188 00	178 00		40 60	439 60
Scottsbluff	9 18	35 00				44 18
Seward	14 65	205 00	55 00	75 00	23 05	372 70
Sheridan	50 80	107 00	83 00	100 00		340 80
Sherman	53 21	34 00	71 00	75 00		233 21
Sioux	19 00	30 00	31 00	75 40		155 40
Stanton	157 86	56 00	56 00	100 00		369 85
Thayer	69 00	85 00	136 00	75 00		365 00
Thomas	7 40	4 00	4 00	30 00		45 40
Thurston	45 50	8 00	22 00		44 50	120 00
Valley	53 87	25 00	100 75	100 00		279 62
Washington	35 40	115 00	81 00	75 00		306 40
Wayne	52 90	204 00	109 00	50 00	25 00	440 90
Webster	53 55	100 00	94 00	75 00		322 55
Wheeler	29 00	20 00	17 50	25 00		91 50
York	77 31	266 00	176 00	100 00		619 31

STATEMENT OF INSTITUTE FUND.

Table No. 9—Concluded.

COUNTY	DISBURSEMENTS			Balance on hand at close of institute	Total
	For instruction	For lectures	Other expenses		
Kearney	$ 390 00	.....	$ 5 15	$ 37 00	5 432 15
Keith	225 00	.....	.....	26 82	251 82
Keya Paha	116 00	$ 4 00	.....	.....	120 00
Kimball	100 00	.....	13 00	3 00	116 00
Knox	160 00	262 50	77 50	.....	500 00
Lancaster	230 00	.....	56 05	25 45	311 50
Lincoln	257 00	.....	8 40	54 64	320 04
Logan	50 00	.....	22 35	19 25	71 60
Loup	65 00	.....	2 50	.....	67 50
McPherson	6 00	.....	.....	66 66	72 66
Madison	150 00	40 00	38 85	.....	228 85
Merrick	145 00	25 00	51 00	.....	221 00
Nance	157 00	.....	12 15	145 53	314 68
Nemaha	215 00	40 00	65 36	112 48	432 84
Nuckolls	125 00	15 00	84 00	14 00	238 00
Otoe	170 00	20 00	45 55	62 08	297 63
Pawnee	192 00	20 00	21 50	41	233 91
Perkins	65 00	.....	43 00	37 75	145 75
Phelps	100 00	.....	11 60	141 16	252 76
Pierce	175 00	22 00	36 30	40 85	274 15
Platte	235 00	30 00	32 84	83	298 67
Polk	150 00	29 50	28 12	1 27	208 89
Red Willow	.....	200 00	.....	223 12	423 12
Richardson	286 00	15 00	121 78	15 82	438 60
Rock	100 00	.....	35 50	.....	135 50
Saline	180 00	.....	34 70	33 30	248 00
Sarpy	110 00	39 30	30 00	.....	179 30
Saunders	245 00	10 00	146 60	38 00	439 60
Scottsbluff	20 00	.....	20 00	4 18	44 18
Seward	205 00	88 50	30 90	48 30	372 70
Sheridan	220 00	.....	10 00	110 80	340 80
Sherman	149 00	.....	73 05	11 16	233 21
Sioux	150 00	.....	5 40	.....	155 40
Stanton	225 00	34 61	41 20	69 04	369 85
Thayer	230 00	85 00	20 00	30 00	365 00
Thomas	35 00	.....	72	9 68	45 40
Thurston	100 00	.....	20 00	.....	120 00
Valley	220 00	.....	41 95	17 67	279 62
Washington	225 00	17 25	26 15	38 00	306 40
Wayne	150 00	164 35	86 75	39 80	440 90
Webster	185 00	45 00	75 00	17 55	322 55
Wheeler	25 00	.....	15 00	51 50	91 50
York	255 00	170 00	167 66	26 70	619 31

JUNIOR NORMAL SCHOOLS, 1905.

Financial Statement.

Table No. 10.

	Alliance	Holdrege	McCook	North Platte	Valentine	Totals
STATE APPORTIONMENT—						
Salaries	$1500 00	$1500 00	$1525 00	$1525 00	$1400 00	$7450 00
Other expenses						211 67
Total						$7661 67
LOCAL FUNDS—						
Receipts:						
Balance 1904	$ 49.58		$ 64 57		$ 16 60	
Enrollment fees	306 00	444 00	478 00	282 00	142 00	
Lecture course	196 25	365 25	356 00	159 95	152 10	
Institute funds	170 00	135 00	200 00	257 00	150 00	
Other sources				2 47	1 85	
Total	$ 721 83	$ 944 25	$1098 57	$ 701 42	$ 462 55	$3928 62
Expenditures—						
Lecture course	$ 409 35	$ 540 00	$ 524 85	$ 410 35	$ 219 50	
Extra instructors	67 50	52 30	135 00	100 00	50 00	
Clerk, pianist, piano		73 75	110 56	25 00	45 00	
Janitor, labor	21 00	76 50	75 35	20 85	67 50	
Printing, express, postage, drayage, supplies, etc	88 96	201 70	191 22	104 72	73 00	
Miscellaneous	32 15		22 20	40 50	7 55	
Total	$ 618 96	$ 944 25	$1059 18	$ 701 42	$ 462 55	$3786 36
Balance on hand	102 87		39 39			142 26
Total	$ 721 83	$ 944 25	$1098 57	$ 701 42	$ 462 55	$3928 62
Cost of Junior Normals	$2118 96	$2444 25	$2584 18	$2226 42	$1862 55	11236 36
						211 67
Total						11448 03

JUNIOR NORMAL SCHOOLS, 1905.—*Continued.*

ENROLLMENT.

Table No. 10.—Concluded.

Alliance		Holdrege		McCook		North Platte		Valentine	
Banner	6	Dundy	1	Chase	21	Boone	1	Brown	2
Box Butte	96	Franklin	12	Dundy	10	Butler	2	Butler	1
Cheyenne	8	Frontier	10	Franklin	1	Cheyenne	4	Cherry	81
Dawes	14	Furnas	7	Frontier	13	Custer	1	Cuming	1
Deuel	4	Gosper	3	Furnas	12	Dawson	18	Dawes	1
Grant	1	Harlan	71	Gosper	1	Deuel	4	Holt	4
Hooker	1	Kearney	2	Harlan	1	Frontier	3	Keya Paha	2
Kimball	1	Nuckolls	1	Hayes	16	Keith	3	Knox	1
Scottsbluff	15	Phelps	113	Hitchcock	52	Lincoln	150	Polk	1
Sheridan	7	Other states	2	Kearney	1	Logan	3	Rock	2
Sioux	4			Nuckolls	1	McPherson	7	Sheridan	9
Other states	2			Red Willow	107	Perkins	7	Other states	1
				Webster	2				
				Other states	1				
	159		222		239		203		106
								Total	929

STATISTICAL TABLES FOR 1906

RESOURCES OF SCHOOL DISTRICTS, YEAR ENDING JULY 9, 1906

Table No. 11.

County	Amount on hand at beginning of year	Receipts					Total
		From county and township treas.	From sale of district bonds	From tuition of non-resident pupils	From local fines and licenses	From all other sources	
To'ls for state	$ 1032271 53	$ 4210768 48	$ 223323 81	$ 68727 70	$ 801044 75	$ 149328 43	$ 6485464 70
Adams	8318 30	46490 09	.....	894 10	16191 95	6291 70	78186 14
Antelope	107 12	55191 38	3999 75	583 65	3576 00	1343 78	75407 53
Banner	424 56	4822 00	....	63 72	.....	120 50	5430 78
Blaine	425 72	3468 13	282 25	1 20	.....	181 98	4359 28
Boone	6563 90	51345 03	10504 22	1211 85	3536 00	1107 28	74268 28
Box Butte	7338 76	19717 95	.....	310 05	3512 00	3767 78	34646 54
Boyd	12257 72	44835 10	16930 00	323 13	9033 00	1437 03	84815 98
Brown	6098 96	17832 05	27 00	350 30	1000 00	132 09	25440 40
Buffalo	11105 60	75526 64	.....	769 34	11591 00	6010 88	105003 46
Burt	13303 93	5 715 93	...	924 70	2050 00	3130 64	75125 20
Butler	18386 55	60414 29	3600 00	887 42	9000 00	1257 20	93545 46
Cass	18181 98	82115 78	10000 00	1157 62	9169 85	290 11	120915 34
Cedar	13538 1	66179 06	.....	662 30	4533 00	1527 79	86440 26
Chase	719 47	14681 94	.....	267 05	3 45	27 87	15699 78
Cherry	7693 22	26431 39	1411 45	364 56	3612 00	90 80	40415 42
Cheyenne	4835 97	32681 38	200 0 00	241 59	3011 00	145 78	42915 72
Clay	7460 48	66216 83	18807 9	1809 00	2616 00	2695 92	99605 52
Colfax	22789 53	36331 14	705 00	410 00	8591 00	1832 74	70659 41
Cuming	15587 20	51920 10	20533 33	809 50	10048 75	1096 22	99995 10
Custer	15418 72	96121 29	4275 10	1145 95	1636 11	1466 53	120063 70
Dakota	7236 37	23745 04	...	366 17	2800 00	52 20	34199 78
Dawes	7983 78	26172 64	550 00	561 15	4751 00	80 18	40098 75
Dawson	8666 81	71761 96	.....	2537 47	2096 90	3277 57	88340 71
Deuel	2092 63	10899 65	270 00	30 75	.....	280 42	13573 45
Dixon	37543 56	50912 12	599 00	1108 30	7464 28	1516 03	99143 29
Dodge	30979 83	82684 09	970 00	756 90	17413 65	2990 98	135795 45
Douglas	217413 38	381384 35	.....	3903 89	358847 37	3570 85	994119 84
Dundy	2366 06	13938 41	20 55	63 10	500 00	37 28	16925 40
Fillmore	12870 55	59754 25	20725 55	2072 98	7521 75	2232 48	105177 56
Franklin	8789 18	35759 63	1241 25	462 62	4419 50	1428 65	52100 83
Frontier	6747 96	32117 30	3082 50	248 90	1622 92	385 74	44205 32
Furnas	8572 03	49731 09	5306 25	1736 51	3935 05	803 39	70084 32
Gage	16132 03	133305 33	.....	26 9 62	14004 45	1906 86	167968 29
Garfield	2330 22	10832 30	.....	285 15	512 50	857 55	14817 72
Gosper	2336 41	2 899 49	.....	82 00	500 00	102 83	24920 73
Grant	1798 71	3708 61	.....	14 50	.....	20 00	5541 82
Greeley	8062 53	30875 71	7800 00	253 00	4700 00	3504 26	55195 50
Hall	11416 54	58456 05	.....	860 70	14906 00	400 28	86039 57
Hamilton	8308 22	55496 03	.....	722 74	2864 78	4626 10	72017 87
Harlan	6863 54	39133 15	15000 00	459 09	864 50	732 51	63052 79
Hayes	1347 87	14166 09	.....	250 05	.....	39 00	15803 01
Hi chcock	6578 24	24322 47	....	470 86	1625 00	487 09	33483 66
Holt	12461 61	79470 21	169 72	606 05	4126 70	434 75	97269 04
Hooker	184 82	3275 00	....	.....	.....	7 05	3466 87
Howard	7750 58	36473 02	1079 50	251 03	6609 00	420 08	52583 21
Jefferson	8171 30	67388 54	.....	1044 83	4300 00	1206 14	82110 89

RESOURCES OF SCHOOL DISTRICTS, YEAR ENDING JULY 9, 1906

Table No. 11—Concluded.

County	Amount on hand at beginning of year	Receipts					Total
		From county and township treas.	From sale of district bonds	From tuition of non-resident pupils	From local fines and licenses	From all other sources	
Johnson....	6595 94	46707 61	600 00	665 19	2553 00	3181 32	60303 06
Kearney....	5171 69	41482 75	.....	740 00	650 36	405 87	48450 67
Keith	1718 64	13178 26	....	319 25	500 00	18 29	15734 44
Keya Paha.	2079 62	13444 96	260 00	247 01	.....	147 12	16178 71
Kimball....	1069 95	8145 77	.	142 83	.....	2 02	9360 57
Knox	20558 93	68532 53	2109 30	482 27	11560 50	2035 87	105279 40
Lancaster..	10867 54	246072 90	1143 33	2398 15	66899 50	4524 24	331905 66
Lincoln....	4346 31	64317 61	400 00	641 80	2500 00	1099 90	73305 62
Logan.....	1214 07	6815 54	446 85	6 00	.....	13 75	8496 21
Loup.	557 55	6057 08	202 10	39 67	....	39 53	6895 93
McPherson.	930 59	1599 95	....	4 00	...	2 00	2536 54
Madison...	14530 92	65831 45	.....	724 49	12235 41	1301 45	94623 72
Merrick ..	10888 80	41589 37	.....	1111 20	1060 00	576 68	55226 05
Nance.....	4993 21	41475 34	.....	1084 20	2500 40	41 82	50094 97
Nemaha....	11913 09	55073 16	6439 00	720 60	5447 90	1614 00	81207 75
Nuckolls...	7228 02	52736 38	858 75	1040 95	3613 30	1130 54	66607 94
Otoe.....	36403 35	68237 73	.....	1911 76	21560 00	5400 97	133513 81
Pawnee	5728 54	48386 69	1033 50	472 52	1000 00	2036 87	58658 12
Perkins	1449 83	10754 78	292 00	248 60	.....	195 46	12940 67
Phelps.	2775 85	39707 66	18200 00	1547 94	2423 40	1747 65	66402 50
Pierce.....	9905 92	41556 03	.....	351 25	5000 00	766 36	57579 56
Platte.....	23708 60	57849 28	10000 00	2665 25	14316 50	1090 84	109630 47
Polk.	7456 20	41955 73	.....	767 50	92 00	181 49	50452 92
Red Willow	14904 40	37174 07	4419 90	817 96	2968 66	5689 47	65974 46
Richardson	19011 04	68062 85	146 45	1839 35	4464 75	4651 70	98176 14
Rock.....	2848 64	12789 33	....	77 00	1000 00	494 85	17209 82
Saline.....	11105 78	65950 89	.....	1147 97	9970 79	5343 36	9 518 79
Sarpy.....	13614 41	37116 75	1010 00	454 00	10100 00	2556 06	64851 22
Saunders...	31563 33	89764 80	1518 84	2365 95	15153 00	858 19	141224 11
Scotts Bluff	1447 89	17214 79	1468 50	265 60	... .	522 46	20919 24
Seward	7099 23	54955 10	.....	928 70	6461 05	1871 14	713 5 22
Sheridan ...	10356 42	20117 51	.....	447 25	10 00	31 19	309 2 37
Sherman....	7710 02	28120 43	380 00	136 80	3002 50	225 79	39575 54
Sioux	1482 26	8999 80	4521 25	74 50	500 00	27 04	15604 85
Stanton....	5897 18	30554 89	..	261 15	3713 26	1045 78	41472 26
Thayer.....	9106 85	58090 54	36 53	1726 60	2839 95	450 19	72250 66
Thomas....	579 31	4595 18	4139 00	1 20	....	10 44	9325 13
Thurston ..	2403 13	14808 80	....	267 00	2630 50	784 58	20894 01
Valley	5496 34	36199 90	523 35	888 47	2000 00	136 59	45244 65
Washi'gton	18659 49	51700 40	.	745 61	4034 00	511 69	75651 19
Wayne.....	14171 03	42521 01	8585 45	428 00	3639 00	856 49	70200 98
Webster....	7173 81	47204 93	4700 00	948 82	3822 00	203 15	64052 71
Wheeler....	796 49	6786 18	....	.....	.....	30 23	7612 90
York..	8584 83	70831 74	... .	1617 95	1726 56	307 11	83068 19

EXPENDITURES OF SCHOOL DISTRICTS,

Table No. 12.

COUNTY	DISBURSEMENTS				
	Paid male teachers	Paid female teachers	For buildings and sites	For repairs	For fuel
Totals for State	$ 588730 38	$ 2415324 03	$ 391722 83	$ 256850 29	$ 247983 79
Adams	6543 20	34934 47	617 69	5104 46	2923 09
Antelope	6896 86	33474 60	8677 69	1757 45	4122 02
Banner	691 02	3248 61	150 65	19 50	252 35
Blaine	210 00	2306 20	400 02	198 95	216 85
Boone	5068 21	33648 02	10567 50	5146 30	3600 05
Box Butte	4897 86	12953 34	2500 42	711 45	1282 31
Boyd	9122 70	25032 69	13389 59	1341 52	2045 22
Brown	2901 85	10238 16	384 52	1588 83	1465 71
Buffalo	8582 57	51731 13	590 23	7145 31	5543 88
Burt	6634 35	31623 41	118 80	3848 72	3074 42
Butler	12801 00	37735 00	3899 77	5102 38	4591 81
Cass	10915 00	53853 22	4257 70	4671 76	4258 64
Cedar	9052 52	38472 60	3735 67	3724 52	3846 79
Chase	2454 36	8314 48	651 35	244 85	778 70
Cherry	3151 75	18733 94	2592 47	1171 49	1713 89
Cheyenne	5005 93	15910 84	5308 10	1287 31	1452 26
Clay	9589 49	37021 05	21214 25	3301 40	3967 55
Colfax	8953 15	25903 78	2346 17	3412 69	2867 68
Cuming	7816 50	32189 85	6512 42	4119 45	3106 94
Custer	10956 33	60958 16	7832 26	4933 16	5527 35
Dakota	3095 12	15882 73	106 55	1918 02	1635 76
Dawes	4204 62	19135 11	1060 70	1710 23	2123 91
Dawson	8327 70	40305 86		3648 35	4337 58
Deuel	2941 16	6251 76	1329 65	404 43	602 96
Dixon	6997 40	31899 64	21332 42	2372 23	3106 38
Dodge	9150 35	56483 37	2500 37	11309 83	5666 14
Douglas	33541 00	432377 86	62897 90	25189 11	20882 62
Dundy	1332 15	9334 14	897 79	330 23	810 40
Fillmore	9328 50	38345 22	22886 97	3174 58	3009 37
Franklin	5659 43	23434 70	8580 05	1970 82	2123 56
Frontier	4702 93	20679 79	3467 02	1565 19	2374 04
Furnas	8200 18	32268 01	5277 40	2310 81	2837 52
Gage	18522 41	81958 18	3653 74	8269 50	8664 50
Garfield	1967 30	5728 00	1019 17	200 90	353 43
Gosper	1920 60	15587 59	120 49	946 91	1296 53
Grant	1470 00	2020 00		230 64	251 72
Greeley	3206 00	19484 94	13388 19	1795 11	2077 31
Hall	7932 50	43385 45	348 80	4648 96	4022 09
Hamilton	10386 12	33480 25	540 87	4157 36	3209 47
Harlan	7945 25	20307 12	3124 39	2327 59	2074 30
Hayes	2137 02	7894 04	882 44	425 44	739 30
Hitchcock	3922 25	15953 41	1147 93	1288 46	1370 17
Holt	8732 02	43337 32	1928 16	3692 65	4424 55
Hooker	1200 00	1540 00		15 05	115 97
Howard	6484 50	23950 44	1333 05	1611 98	2179 24
Jefferson	10196 30	37794 33	2578 87	3048 25	3433 14
Johnson	4813 95	30721 26	2195 14	2704 31	2363 27
Kearney	3761 50	28339 75	378 60	2391 15	1943 72
Keith	2468 43	6866 50	534 25	641 35	873 40

YEAR ENDING JULY 9, 1906.

Table No. 12—Continued.

COUNTY	DISBURSEMENTS				Amount on hand at close of year	Total
	For ref. books, maps, charts & app'ratus	For text books and supplies	For furniture	For all other purposes		
Totals for State	$ 74691 36	$ 215466 99	$ 56194 28	$ 805325 11	$ 1033175 64	$ 6485464 70
Adams	70 20	4989 16	129 08	10325 71	12549 08	78186 14
Antelope	382 36	2815 81	1118 40	5615 94	10546 40	75407 53
Banner	47 99	68 94	4 95	290 03	656 74	5430 78
Blaine	44 30	57 20	....	139 56	786 20	4359 28
Boone	642 63	1571 27	1253 07	5739 05	7032 18	74268 28
Box Butte	615 43	629 40	416 25	1930 10	8709 98	34646 54
Boyd	707 15	1848 01	858 85	13773 52	16696 73	84815 98
Brown	173 29	735 29	337 76	5024 46	2590 53	25440 40
Buffalo	892 94	3136 56	756 48	12282 72	14341 64	105003 46
Burt	685 45	3062 61	551 72	7699 29	17826 43	75125 20
Butler	721 91	3410 94	1507 80	5949 94	17824 91	93545 46
Cass	535 25	3606 63	732 01	7820 08	30265 05	120915 34
Cedar	664 62	2937 16	676 36	9797 13	13532 89	86440 26
Chase	208 99	397 30	136 01	1471 44	1042 30	15699 78
Cherry	428 83	1300 55	249 83	2385 69	8686 98	40415 42
Cheyenne	69 95	1219 58	339 84	3881 66	8440 25	42915 72
Clay	842 53	2883 71	1351 11	8980 27	10454 16	99605 52
Colfax	1050 88	2028 48	571 56	4226 14	19298 88	70659 41
Cuming	212 44	2427 90	337 65	8545 74	34726 21	99995 10
Custer	708 76	2559 30	1900 90	7262 60	17424 88	120063 70
Dakota	464 14	684 41	439 09	1886 00	8087 96	34199 78
Dawes	336 19	1258 24	294 07	2765 32	7210 36	40098 75
Dawson	508 19	3925 65	413 20	14372 37	12501 81	88340 71
Deuel	155 73	312 71	186 36	773 83	614 86	13573 45
Dixon	337 18	2325 72	1064 59	7945 22	21762 51	99143 29
Dodge	1517 28	5126 05	555 87	10770 29	32715 90	135795 45
Douglas	29973 68	21649 40	5645 91	288510 89	73451 47	994119 84
Dundy	346 34	387 90	349 05	1085 17	2052 23	16925 40
Fillmore	539 82	3115 11	824 92	14759 54	9193 53	105177 56
Franklin	1761 62	503 76	759 84	2728 46	4578 59	52100 83
Frontier	206 35	1124 52	310 82	3284 01	6490 65	44205 32
Furnas	314 47	3625 82	1256 44	6132 87	7860 80	70084 32
Gage	1053 55	9242 64	1280 26	18 32 48	17191 03	167968 29
Garfield	51 55	284 33	158 60	3020 92	2033 52	14817 72
Gosper	138 55	878 74	14 70	1620 76	2395 86	24920 73
Grant	36 26	50 58	58 70	316 34	1107 58	5541 82
Greeley	1308 50	1258 63	591 65	3191 45	8893 72	55195 50
Hall	2137 67	3511 09	514 36	7857 61	11681 04	86039 57
Hamilton	432 43	2498 31	345 92	9866 57	7100 57	72017 87
Harlan	255 97	1910 16	397 91	2904 00	21806 10	63052 79
Hayes	121 03	362 39	70 05	1771 05	1400 25	15803 01
Hitchcock	345 44	1306 84	519 51	1612 44	6017 21	33483 66
Holt	792 65	2024 33	786 68	13390 73	18159 95	97269 04
Hooker	7 16	70 20	.....	451 69	66 80	3466 87
Howard	445 86	2027 46	405 05	3897 35	10248 28	52583 21
Jefferson	1007 63	4286 95	1644 09	9990 52	8130 81	82110 89
Johnson	333 54	2633 71	822 76	6713 98	7001 14	60303 06
Kearney	421 09	1471 67	150 19	3907 45	5685 55	48450 67
Keith	59 10	510 74	88 35	2468 93	1223 39	15734 44

EXPENDITURES OF SCHOOL DISTRICTS,

Table No. 12 –Continued.

COUNTY	DISBURSEMENTS				
	Paid male teachers	Paid female teachers	For buildings and sites	For repairs	For fuel
Keya Paha	$ 1545 07	$ 8280 65	$ 1269 68	$ 465 21	$ 875 82
Kimball	1260 00	4661 98	64 85	606 51	382 44
Knox	9909 84	40382 86	7960 31	2846 13	4482 38
Lancaster	22949 50	162470 78	5552 84	16992 70	10154 61
Lincoln	8848 97	36067 00	2853 02	3528 67	3405 54
Logan	1085 64	2728 51	1027 75	97 36	320 27
Loup	1331 33	2950 81	429 61	696 84	445 40
McPherson	66 04	900 50	157 38	.....	68 20
Madison	8033 73	45286 72	429 05	4856 89	3932 72
Merrick	5947 75	24458 50	.....	1919 15	2347 30
Nance	3918 14	27137 10	2310 83	1795 54	2691 91
Nemaha	11054 57	28139 41	7876 20	2338 08	2488 04
Nuckolls	8996 31	32008 06	1022 55	3148 80	3424 44
Otoe	10432 50	50101 61	6630 06	6370 55	3820 99
Pawnee	6213 37	29481 35	2967 19	2455 39	2557 47
Perkins	2182 98	5404 26	300 67	958 52	556 47
Phelps	3217 50	28239 92	19160 17	2232 28	3135 92
Pierce	5781 56	27772 86	1038 20	2257 73	2927 46
Platte	8099 50	35923 50	20373 31	4508 98	4069 79
Polk	5850 50	24847 95	2360 23	2536 74	2377 26
Red Willow	5291 29	25405 52	5427 45	1488 75	2349 60
Richardson	15960 47	37860 03	988 61	4008 25	4291 41
Rock	2326 71	8117 18	648 40	328 99	912 84
Saline	11607 07	46130 90	2109 21	2593 92	3688 13
Sarpy	6843 50	22418 75	1561 85	2619 29	2102 20
Saunders	18474 86	48662 00	6376 13	4361 09	4742 52
Scottsbluff	4592 69	5963 27	1306 78	455 75	1141 81
Seward	8475 78	35034 03	1381 32	5792 26	3457 70
Sheridan	2601 41	15125 27	220 34	807 28	1353 04
Sherman	2489 65	20201 95	1856 40	1883 68	2091 87
Sioux	1450 00	5318 16	433 01	266 86	412 56
Stanton	3306 85	19430 75	1490 29	971 11	1626 33
Thayer	12934 50	30172 75	173 60	3705 15	2983 76
Thomas	.....	2763 75	4375 02	15 00	156 93
Thurston	1787 85	10694 59	632 00	659 07	1089 54
Valley	4432 87	20001 99	1035 80	976 97	1426 63
Washington	8057 50	30400 50	780 64	3454 30	3232 80
Wayne	5634 25	29717 25	12026 42	2126 18	3011 35
Webster	733 90	27853 29	4607 47	2739 54	2559 90
Wheeler	879 60	4 84 06	450 95	335 77	346 13
York	10735 49	40293 39	799 06	3518 07	5001 45

YEAR ENDING JULY 9, 1906.

Table No. 12—Concluded

COUNTY	DISBURSEMENTS				Amount on hand at close of year	Total
	For ref. books, maps, charts & app'ratus	For text books and supplies	For furniture	For all other purposes		
Keya Paha..	$ 62 20	$ 337 84	$ 210 16	$ 1276 57	$ 1855 51	$ 16178 71
Kimball. ...	27 95	294 65	19 70	794 03	1248 46	9360 57
Knox.....	867 53	4400 06	1460 21	8902 70	24067 38	105279 40
Lancaster...	726 97	16382 87	2807 39	59772 72	34095 28	331905 66
Lincoln	679 59	3294 49	321 33	7088 07	7218 94	73305 62
Logan	55 20	116 32	79 35	670 24	2315 57	8496 21
Loup.....	45 07	119 45	156 38	119 02	602 02	6895 93
McPherson..	20 37	53 70	77 50	1184 24	8 61	2536 54
Madison	315 99	4469 00	1051 21	8302 81	17945 60	94623 72
Merrick.....	505 36	1480 81	468 53	3936 20	14162 45	55226 05
Nance.	260 15	1866 31	80 85	5184 51	4849 63	50094 97
Nemaha.....	638 47	3588 71	1843 32	7287 94	15953 01	81207 75
Nuckolls ..	371 49	2815 93	647 53	5961 04	8211 79	66607 94
Otoe	1041 18	2416 59	339 70	9061 29	43299 34	133513 81
Pawnee.....	566 40	3294 32	793 22	4191 86	6137 55	58658 12
Perkins.....	7 00	346 79	33 38	1992 58	1158 02	12940 67
Phelps	209 13	1777 40	788 41	3319 74	4322 03	66402 50
Pierce.	578 07	2603 91	727 31	5383 61	8508 85	57579 56
Platte.....	2352 34	2837 72	1224 51	6247 44	24693 38	109630 47
Polk	632 47	1671 95	773 30	2581 27	6811 25	50452 92
Red Willow.	411 81	2063 28	338 98	5889 53	17308 25	65974 46
Richardson.	740 85	3863 13	1441 07	8535 03	20487 29	98176 14
Rock.....	212 90	454 50	94 33	917 34	3196 63	17209 82
Saline	1744 33	3201 67	562 16	7320 11	14561 29	93518 79
Sarpy.	332 07	3116 34	313 23	5991 99	19552 00	64851 22
Saunders ...	560 90	4788 09	1297 20	10998 94	40962 38	141224 11
Scottsbluff..	134 29	674 41	371 70	2168 27	4110 27	20919 24
Seward.....	1102 44	1784 73	587 97	4061 88	9637 11	71315 22
Sheridan....	201 14	1030 09	264 33	2516 74	6842 73	30962 37
Sherman....	192 37	1770 58	655 53	2942 66	5489 85	39575 54
Sioux.....	206 64	295 11	184 42	285 62	6752 47	15604 85
Stanton.....	750 85	1096 04	362 04	2956 12	9481 88	41472 26
Thayer.....	565 55	2815 42	305 01	6534 60	12060 32	72250 66
Thomas.....	27 50	156 40	32 40	856 59	941 54	9325 13
Thurston....	230 87	1039 09	187 00	2542 73	2031 27	20894 01
Valley ...	115 86	1020 45	240 21	7322 95	8670 92	45244 65
Washington	702 27	2613 14	408 79	5465 67	20535 58	75651 19
Wayne.....	609 58	2277 65	383 38	5228 70	9186 22	70200 98
Webster	401 22	2696 19	571 89	3869 83	11421 48	64052 71
Wheeler ..	70 93	252 66	138 60	314 56	639 64	7612 90
York.....	299 19	4235 34	372 18	6078 06	11735 96	83068 19

VALUE OF SCHOOL DISTRICT PROPERTY, INDEBTEDNESS, APPORTIONMENT OF SCHOOL FUNDS, 1906.

Table No. 13.

County	Value of school district property	Indebtedness, July 9, 1906			School Funds Apportioned by County Superintendent		
		Bonded	Not bonded	Total	Amount derived from state funds	Am't de'ved from fines & licenses	Total
Tot'ls for State	$12076569 06	$2886552 56	$425612 24	$3312164 80	$677263 10	$42013 84	$719276 94
Adams	306448 55	44600 00	5674 46	50274 46	14923 91	100 50	15024 41
Antelope	113753 95	20002 00	6779 93	26781 93	8572 54	245 25	8817 79
Banner	8190 00	622 00	1968 95	2590 95	461 92	105 00	566 92
Blaine	4602 45	1385 00	889 10	2274 10	348 47	....	348 47
Boone	25579 00	25105 00	2307 17	27412 17	8108 82	1123 00	9231 82
Box Butte	69165 81	17500 00	7895 93	25393 93	3009 68	.....	3009 68
Boyd	87963 22	38522 16	39584 22	78106 38	6196 20	141 00	6337 20
Brown	37558 88	5080 80	2303 44	7384 24	2360 12	20 00	2380 12
Buffalo	273425 80	82550 00	3166 18	85716 18	15015 93	103 00	15118 93
Burt	132504 40	41900 00	4129 18	46029 18	7975 30	766 92	8742 22
Butler	146325 00	24750 00	2004 64	26754 64	9655 17	420 54	10075 71
Cass	199530 05	26053 33	3028 24	29081 57	12812 81	717 48	13530 29
Cedar	132667 51	30470 00	4129 06	34599 06	9552 32	724 00	10276 32
Chase	25676 72	2250 00	11731 52	13981 52	1607 70	49 50	1657 20
Cherry	55940 46	17229 00	2205 31	19434 31	3446 75	1755 00	5201 75
Cheyenne	82300 77	13000 00	19330 25	32330 25	2930 30	56 90	2987 20
Clay	160735 00	53200 00	4959 85	58159 85	9404 36	778 36	10182 72
Colfax	96714 00	23900 00	329 70	24229 70	7267 99	605 36	7873 35
Cuming	122966 44	34973 00	604 09	35577 09	9851 84	130 47	9982 31
Custer	170895 78	29523 90	32225 10	61749 00	14647 85	252 00	14899 85
Dakota	54230 00	4000 00	364 36	4364 36	4205 98	53 00	4258 98
Dawes	78826 15	30310 00	6608 91	36918 91	3397 63	.....	3397 63
Dawson	137153 00	19658 29	7606 82	27265 11	8868 47	289 48	9157 95
Deuel	23237 78	2080 00	6084 05	8164 05	1272 08	63 04	1335 12
Dixon	144708 93	39450 00	1379 35	40829 35	7480 91	31 00	7511 91
Dodge	274458 87	48590 00	1194 61	49784 61	13608 53	512 00	14120 53
Douglas	2732943 33	910050 00	1091 38	911141 38	73518 90	4153 05	77671 95
Dundy	24843 80	1625 00	1511 99	3136 99	1750 24	120 00	1870 24
Fillmore	149476 00	31000 00	396 00	31396 00	9662 38	24 65	9687 03
Franklin	80664 52	21845 00	2109 18	23954 18	6409 11	466 29	6875 40
Frontier	63295 00	7093 50	9315 88	16409 38	5499 31	331 00	5830 31
Furnas	102799 00	25950 00	3244 33	39194 33	7376 26	1284 22	8660 48
Gage	278120 50	68725 00	11129 19	79854 19	18657 15	194 00	18851 15
Garfield	20932 70	7750 00	4681 54	12431 54	1828 83	159 40	1988 23
Gosper	40312 12	500 00	1178 68	1678 68	3321 84	400 00	3721 84
Grant	9414 00	6500 00	350 00	6850 00	351 86	.....	351 86
Greeley	67952 75	.....	.....	.....	5061 75	540 00	5601 75
Hall	238893 57	94500 00	56 19	94556 19	10921 83	1349 83	12271 66
Hamilton	103981 28	1919 20	4584 60	6503 80	8507 59	185 50	8693 09
Harlan	70867 00	19668 00	2001 82	21669 82	6389 27	569 60	6958 87
Hayes	21800 00	1710 00	4172 12	5882 12	1667 25	...	1667 25
Hitchcock	49284 00	10319 00	350 32	10669 32	3312 83	311 00	3623 83
Holt	128634 36	6858 53	25208 97	32067 50	9021 34	563 50	9584 84
Hooker	8318 00	4000 00	.....	4000 00	297 73	595 00	892 73
Howard	82357 40	6026 00	332 91	6358 91	7859 83	263 00	8122 83
Jefferson	164180 00	33950 00	3176 11	37126 11	9759 82	98 00	9857 82

VALUE OF SCHOOL DISTRICT PROPERTY, INDEBTEDNESS, APPORTIONMENT OF SCHOOL FUNDS, 1906.

Table No. 13—Concluded.

County	Value of school district property	Indebtedness July 9, 1906			School Funds Apportioned by County Superintendent		
		Bonded	Not bonded	Total	Amount derived from state funds	Am't de'ved from fines & licenses	Total
Johnson	121241 00	24650 00	1230 28	25880 28	7042 45	407 54	7449 99
Kearney	87223 00	2600 00	86 86	2686 86	6380 24	617 84	6998 08
Keith	26960 05	1020 00	1648 53	2668 53	1196 30	51 78	1248 08
Keya Paha	20268 00	6052 00	8831 53	14883 53	2064 20	.....	2064 20
Kimball	16897 20	1088 20	579 57	1667 77	485 38	.....	485 38
Knox	141451 06	27412 90	8376 92	35789 82	10986 59	2068 50	13055 09
Lancaster	709535 00	212651 60	31419 87	244071 47	37684 19	1245 88	38930 07
Lincoln	123221 94	29000 00	4802 79	33802 79	7412 34	421 15	7833 49
Logan	7765 00	2868 00	296 00	3164 00	510 64	100 00	610 64
Loup	8460 00	1365 00	2397 90	3762 90	1134 95	.....	1134 95
McPherson	1374 03	.....	782 86	782 86	384 34	.....	384 34
Madison	186978 00	56030 00	2397 32	58427 32	11551 55	198 00	11749 55
Merrick	89170 00	14050 00	340 06	14390 06	5768 57	513 76	6282 33
Nance	49586 00	13500 00	13647 10	27147 10	5306 65	77 78	5384 43
Nemaha	134244 70	26000 00	1471 55	27471 55	8882 90	69 00	8951 90
Nuckolls	132700 00	24070 00	1888 85	25958 85	7861 63	225 40	8087 03
Otoe	218718 48	29500 00	.....	29500 00	13041 96	457 84	13499 80
Pawnee	109380 50	19300 00	1282 00	20582 00	7385 28	191 00	7576 28
Perkins	20569 80	711 38	1745 65	2457 03	950 90	.....	950 90
Phelps	120571 50	37200 00	119 21	37319 21	6537 23	37 50	6574 73
Pierce	85930 00	10300 00	1139 16	11439 16	6594 96	1540 00	8134 96
Platte	149709 62	39605 00	510 90	40115 90	11993 63	1243 00	13236 63
Polk	85846 63	7125 00	365 14	7490 14	6726 68	1536 00	8262 68
Red Willow	84524 48	66726 46	4859 87	71586 33	6447 01	150 00	6597 01
Richardson	211761 11	32970 00	7998 56	40968 56	11306 16	284 68	11590 84
Rock	28253 48	3400 00	1959 20	5359 20	1986 61	75 72	2062 33
Saline	91769 00	41890 00	3311 49	45201 49	11638 17	651 12	12289 29
Sarpy	95235 00	14300 00	652 45	14952 45	5358 97	1613 70	6972 67
Saunders	103962 70	16979 10	2890 34	19869 44	14380 81	1802 75	16183 56
Scottsbluff	240539 09	17785 00	20269 50	38054 50	2352 90	154 61	2507 51
Seward	110318 00	.....	1280 57	1280 57	9758 02	508 65	10266 67
Sheridan	48033 50	9700 00	8503 68	18203 68	3193 74	318 00	3511 74
Sherman	63291 00	18955 00	6608 54	25563 54	5322 88	.....	5322 88
Sioux	10759 56	4800 00	1347 37	6147 37	1019 47	10 88	1030 35
Stanton	59158 50	895 00	53 27	948 27	5104 56	137 94	5242 50
Thayer	125167 00	2600 00	534 28	3134 28	9135 51	587 00	9722 51
Thomas	9717 00	5650 00	784 41	6434 41	420 42	11 00	431 42
Thurston	40385 13	11800 00	6582 58	18382 58	3976 83	15 00	3991 83
Valley	63270 85	11969 00	4253 19	16222 19	5737 89	302 76	6040 65
Washington	164494 00	33100 00	300 00	33400 00	7742 54	582 93	8325 47
Wayne	97216 75	14800 00	540 91	15340 91	7018 98	171 30	7190 28
Webster	96266 80	16940 21	361 60	17301 81	7267 99	858 00	8125 99
Wheeler	10426 00	.....	1927 74	1927 74	1183 67	.....	1183 67
York	169590 75	38500 00	1857 01	40357 01	10867 71	2124 99	12992 70

Table No. 14. TEACHERS—NUMBER,

COUNTY	NUMBER OF CERTIFICATES ISSUED			NUMBER TEACHERS EMPLOYED		
	First grade	Second grade	Third Grade	Men	Women	Total
Totals for State	1047	5583	802	1240	8399	9639
Adams	20	83	6	18	133	151
Antelope	8	74	29	18	130	148
Banner	1	14	1	4	13	17
Blaine	1	4	1	1	11	12
Boone	15	78	6	14	121	135
Box Butte	14	48	3	9	53	62
Boyd	5	60	16	17	76	93
Brown	7	25	3	9	49	58
Buffalo				13	171	184
Burt	9	71	17	13	107	120
Butler	8	72	7	27	113	140
Cass	7	75	0	18	151	169
Cedar	14	74	13	18	118	136
Chase	7	32	6	6	46	52
Cherry	10	39	14	9	74	83
Cheyenne	10	41	3	15	60	75
Clay	29	106		19	113	132
Colfax	19	62	6	20	69	89
Cuming	4	72	11	16	95	111
Custer	41	211	27	33	255	288
Dakota	10	49	3	7	58	65
Dawes	14	53	15	10	76	86
Dawson	17	87	24	13	136	149
Deuel	5	35	1	7	27	34
Dixon	16	64	14	18	115	133
Dodge	55	106		13	146	159
Douglas	14	70		34	644	678
Dundy	1	27	2	5	48	53
Fillmore	20	117	2	18	125	143
Franklin	12	56	1	11	84	95
Frontier	13	63	37	17	112	129
Furnas	2	82	3	17	115	132
Gage	17	131	24	22	230	252
Garfield	6	25	1	6	29	35
Gosper	0	16	0	7	64	71
Grant	1	5		2	7	9
Greeley	5	63	6	5	73	78
Hall	32	80	4	15	118	133
Hamilton	16	92	1	26	101	127
Harlan	25	40	35	26	79	105
Hayes	6	36	2	8	37	45
Hitchcock	12	51	16	11	69	80
Holt	18	130	20	29	187	216
Hooker	1	8	0	3	9	12
Howard	10	89	1	16	85	101
Jefferson	9	91	24	19	125	144
Johnson	8	97	1	9	103	112
Kearney	9	53	3	9	83	92
Keith	8	20	7	5	30	35
Keya Paha						

SALARIES, ETC., 1906.

Table No. 14—Continued.

COUNTY	AGGREGATE NUMBER OF DAYS TAUGHT		TOTAL WAGES EARNED		AVERAGE MONTHLY WAGES		
	Men	Women	Men	Women	Men	Women	Total
Totals for State	191158	1298191	$ 580897 23	$ 2822749 86	$ 60 78	$ 43 49	$ 45 70
Adams	2838	21771	9348 50	49094 10	65 88	45 90	47 49
Antelope	2619	17706	6869 00	32381 54	52 43	36 59	38 63
Banner	519	1513	842 50	2595 00	32 42	34 32	33 83
Blaine	119	1264	210 00	2235 24	35 00	35 37	35 30
Boone	1534	16775	4832 50	3433 48	63 00	39 86	41 82
Box Butte	1327	6832	4587 00	34004 40	69 13	40 99	45 56
Boyd	2302	10780	6344 55	10046 00	55 12	37 19	40 35
Brown	910	6193	2901 85	20034 20	63 77	32 40	36 43
Buffalo	1971	27221	7386 75	12426 10	74 95	38 52	40 98
Burt	2019	15020	6523 24	51445 50	64 59	41 87	44 56
Butler	4528	18053	12829 00	37929 50	56 66	42 02	44 96
Cass	2945	25226	10962 00	34089 27	67 64	42 88	46 16
Cedar	3096	20472	9668 85	50788 55	62 46	39 84	42 81
Chase	883	5041	2252 50	48464 99	51 08	34 00	36 18
Cherry	1088	9284	3228 25	8700 67	59 34	40 29	42 28
Cheyenne	1949	7061	5255 00	15788 60	53 91	44 66	46 71
Clay	3050	18587	10098 41	17041 30	66 22	39 86	43 59
Colfax	3253	11585	9278 15	35570 78	57 04	44 14	46 97
Cuming	2583	15117	7826 50	21749 85	60 60	42 05	45 85
Custer	4113	31850	10190 09	38573 70	49 55	36 77	38 24
Dakota	935	8248	2980 12	55831 25	63 74	38 38	40 97
Dawes	1454	9677	4097 50	19322 60	56 36	39 93	42 08
Dawson	2154	20286	7012 50	16644 58	65 00	36 12	38 91
Deuel	844	3543	2036 00	36251 90	48 24	34 65	37 77
Dixon	2606	16101	7287 40	31793 37	55 92	39 49	41 80
Dodge	2480	24698	9357 75	56900 87	75 46	46 07	48 76
Douglas	5945	116130	33067 00	433128 06	111 24	74 59	76 38
Dundy	576	5510	1389 75	9330 25	48 25	33 86	35 55
Fillmore	2986	19064	9023 50	38575 50	60 43	40 47	43 19
Franklin	1867	13252	5497 50	23176 25	58 89	34 98	37 93
Frontier	2055	12983	5035 75	22133 01	49 01	34 09	36 13
Furnas	2779	16832	7859 98	31469 30	56 57	37 39	40 11
Gage	4784	37795	18259 91	81749 21	76 34	43 26	47 02
Garfield	890	3350	1907 50	5282 50	42 96	31 53	33 91
Gosper	657	8290	1478 90	15073 91	45 02	36 36	37 00
Grant	337	912	1245 00	2140 00	73 88	47 00	54 20
Greeley	1147	10819	3146 00	19359 25	54 84	35 78	37 61
Hall	2246	19731	8332 44	43395 75	74 20	44 00	47 07
Hamilton	4097	15730	10554 87	33419 50	51 52	43 00	44 37
Harlan	3475	11191	8235 25	20646 37	47 41	36 89	39 38
Hayes	973	4467	1866 00	7794 00	38 36	34 89	35 51
Hitchcock	1450	8878	3725 50	16268 50	51 38	36 64	38 72
Holt	3728	23547	8380 95	38027 85	44 94	32 38	34 04
Hooker	395	700	1200 00	1540 00	60 74	44 00	50 04
Howard	2328	12744	6484 50	23869 50	55 70	37 46	40 30
Jefferson	3398	19220	9488 50	38746 82	55 84	40 32	42 65
Johnson	1317	15069	4306 25	30433 50	65 38	40 39	42 40
Kearney	1235	13155	3740 25	28339 75	60 57	43 08	44 52
Keith	1129	3725	2585 00	7010 00	45 80	37 65	39 53
Keya Paha	1030	6450	1695 00	8890 00	33 10	27 56	28 30

TEACHERS—NUMBER,

Table No. 14 - Continued.

COUNTY	NUMBER OF CERTIFICATES ISSUED			NUMBER TEACHERS EMPLOYED		
	First grade	Second grade	Third grade	Men	Women	Total
Kimball	9	4	0	4	14	18
Knox	7	85	23	31	163	194
Lancaster	12	134	15	20	172	192
Lincoln	55	64	40	22	138	160
Logan	1	16	0	4	12	16
Loup	1	24	2	5	22	27
McPherson	6	4	0	0	9	9
Madison	9	26	21	14	140	154
Merrick	20	60	1	11	75	86
Nance	17	87	47	8	91	99
Nemaha	8	75	1	30	98	128
Nuckolls	14	61	27	18	103	121
Otoe	7	88	2	16	116	132
Pawnee	12	94	13	17	97	114
Perkins	5	29	2	8	28	36
Phelps	28	80	2	6	94	100
Pierce	20	55	13	18	105	123
Platte	14	64	21	15	99	114
Polk	8	53	3	14	83	97
Red Willow	12	83	7	11	98	109
Richardson	8	97	39	32	119	151
Rock	4	44	9	7	43	50
Saline	17	127	50	25	149	174
Sarpy	16	47	2	12	55	67
Saunders	4	150	3	37	153	190
Scottsbluff	5	30	2	10	30	40
Seward	8	98	6	16	108	124
Sheridan	6	72	7	9	76	85
Sherman	21	64	.....	7	84	91
Sioux	6	14	4	5	26	31
Stanton	3	54	4	9	59	68
Thayer	13	134	3	29	104	133
Thomas	0	2	2	0	11	11
Thurston	2	33	4	4	36	40
Valley	13	62	3	10	81	91
Washington	7	61	1	13	84	97
Wayne	16	65	7	16	106	122
Webster	7	53	.....	18	86	104
Wheeler	2	25	.....	3	28	31
York	33	88	.....	21	131	152

SALARIES, ETC., 1906.

Table No. 14—Concluded.

COUNTY	AGGREGATE NUMBER OF DAYS TAUGHT		TOTAL WAGES EARNED		AVERAGE MONTHLY WAGES		
	Men	Women	Men	Women	Men	Women	Total
Kimball	413	2065	1260 00	4767 38	61 01	46 17	48 64
Knox	3438	20655	8861 75	40336 60	51 55	39 06	40 84
Lancaster	5439	60584	23744 50	167086 84	87 38	55 15	57 87
Lincoln	3293	17517	8557 99	35252 35	51 99	40 24	42 15
Logan	373	1341	706 25	2217 00	37 86	33 89	34 11
Loup	710	2043	1374 95	3176 25	38 73	31 09	33 06
McPherson	.....	1003	.....	1529 50	.....	30 58	30 58
Madison	1910	21152	8033 75	46498 50	84 12	43 96	47 29
Merrick	1832	12529	6085 00	24314 00	66 33	38 81	42 33
Nance	1142	12462	3484 00	24198 66	61 01	38 83	40 69
Nemaha	4431	14139	11109 51	27962 78	50 16	39 55	42 08
Nuckolls	2862	16833	8263 50	32924 50	57 74	39 12	41 82
Otoe	2613	24601	10432 50	49945 39	79 85	40 60	44 37
Pawnee	1854	15368	6190 12	29698 00	66 77	38 65	41 68
Perkins	1944	3139	2285 25	5394 68	48 42	34 37	37 61
Phelps	887	14639	3215 00	28626 90	72 42	38 93	41 01
Pierce	2162	14025	5920 00	27558 36	54 76	39 29	41 36
Platte	2647	16536	8309 50	34927 00	67 24	42 24	45 08
Polk	2144	12236	5850 50	24870 70	54 57	40 65	42 72
Red Willow	1370	13182	4760 00	25128 25	69 47	38 12	41 07
Richardson	5775	19336	15376 90	37480 75	53 25	38 76	42 09
Rock	1208	4777	2150 00	8342 00	35 60	34 92	35 06
Saline	3901	24659	11429 97	46607 65	58 60	37 80	40 64
Sarpy	2097	9306	6843 50	22433 75	65 27	48 21	51 36
Saunders	6228	22459	18747 36	48302 00	60 20	43 01	46 76
Scottsbluff	1343	3907	4140 00	9056 22	61 50	44 42	50 26
Seward	2776	18100	8493 78	35352 88	57 08	39 06	41 60
Sheridan	1172	8864	3189 00	16142 36	54 42	36 42	38 52
Sherman	1127	11119	2788 00	20092 10	49 47	36 14	37 36
Sioux	605	2860	1450 00	5458 00	47 93	38 00	39 87
Stanton	1307	9152	3279 00	19393 00	50 21	42 38	43 35
Thayer	4932	15863	12934 50	29980 25	52 47	37 80	41 27
Thomas	.....	1382	.....	2765 75	.....	40 08	40 08
Thurston	728	4638	2133 00	10151 25	58 59	43 79	45 79
Valley	1728	10403	4332 00	19668 39	50 13	37 75	39 56
Washington	2143	14033	8057 50	30040 50	75 23	42 80	47 10
Wayne	2151	14513	5758 25	29510 20	53 54	40 67	42 33
Webster	2836	13902	7415 78	27462 20	52 22	39 51	41 67
Wheeler	298	3243	504 00	5021 30	33 82	30 90	31 21
York	3403	20178	10719 50	40139 55	63 05	39 78	43 14

PUPILS, CENSUS, ENROLLMENT,

Table No. 15.

County	Census—No. of children between 5 & 21 yrs. of age			Children between 7 and 15 yrs. of age		ENROLLMENT					
						Pupils between 5 & 21 yrs of age			Pupils over 21 years of age	Pupils under 5 years of age	Total
	Males	Females	Total	Whole number	At'd schol time required by law	Males	Females	Total			
To'ls for St'te	189044	183885	373829	201989	161765	142309	137223	279532	290		280547
Adams....	3209	3184	6393	3669	2779	2425	2468	4893	1	20	4914
Antelope..	2426	2265	4691	2418	1614	1891	1800	3691	5	11	3707
Banner ...	138	143	281	172	131	114	111	225	....	2	227
Blaine....	163	124	287	153	116	135	102	237	....	2	239
Boone.....	2435	2168	4603	2581	1913	1865	1660	3525	3	16	3544
Box Butte.	814	867	1681	1014	1009	755	774	1529	1	....	1530
Boyd	1732	1659	3391	1967	1502	1396	1327	2723	2	4	2729
Brown....	720	698	1418	761	576	535	542	1077	...	1	1078
Buffalo...	4440	3943	8383	4534	3357	2928	2760	5688	1	13	5702
Burt.....	2268	2057	4325	2344	1944	1787	1623	3410	2	4	3416
Butler.....	2680	2632	5312	2905	2065	1969	1925	3894	3	17	3914
Cass.....	3546	3487	7033	3776	3178	2658	2594	5252	3	10	5265
Cedar.....	2645	2514	5159	2891	1994	1916	1721	3637	....	....	3637
Chase.....	477	444	921	619	556	453	409	862	...	1	863
Cherry....	1129	1107	2236	1245	915	882	918	1800	3	7	1810
Cheyenne..	861	804	1665	978	893	671	676	1347	....	4	1351
Clay.	2613	2622	5235	2797	2495	2025	1965	3990	1	...	3991
Colfax....	2105	1942	4047	2239	1644	1459	1419	2878	...	10	2888
Cuming...	2803	2685	5488	3047	1941	1864	1698	3562	3	5	3570
Custer.....	4402	4077	8479	4623	3145	3371	3201	6572	3	25	6600
Dakota ...	1205	1133	2338	1380	1028	911	848	1759	....	....	1759
Dawes.....	962	973	1935	1127	946	804	793	1597	3	2	1602
Dawson...	2670	2452	5122	2755	2269	2077	2046	4123	2	7	4132
Deuel.....	393	369	762	422	338	306	284	590	1	4	595
Dixon.....	2124	2047	4171	2593	1885	1881	1793	3674	3	5	3682
Dodge.....	3710	3821	7531	4112	3566	2683	2769	5452	1	1	5454
Douglas...	19725	20339	40064	22711	15596	13583	13500	27083	252	3	27338
Dundy	584	588	1172	717	515	463	426	889	1	...	890
Fillmore..	2561	2600	5161	2813	2332	2118	2106	4224	....	4	4228
Franklin..	1971	1736	3707	2063	1434	1515	1280	2795	....	12	2807
Frontier...	1750	1618	3368	1917	1633	1289	1234	2523	....	21	2544
Furnas....	2207	2149	4356	2490	2167	1761	1772	3533	1	5	3539
Gage.....	5195	5164	10359	5553	4749	3966	3962	7928	2	20	7950
Garfield...	539	535	1074	653	456	422	423	845	3	4	852
Gosper....	947	834	1781	931	683	749	665	1414	1	6	1421
Grant.....	100	91	191	120	128	99	95	194	...	....	194
Greeley...	1391	1401	2792	1625	1209	1073	1071	2144	...	4	2148
Hall.	3069	3071	6140	3280	2424	2132	2087	4219	1	4	4224
Hamilton..	2327	2310	4637	2561	2251	1752	1692	3444	2	10	3456
Harlan....	1915	1768	3683	2001	1569	1509	1293	2802	...	4	2806
Hayes.....	541	508	1049	572	467	437	403	840	....	3	843
Hitchcock.	1025	944	1969	1190	934	816	785	1601	1	1	1603
Holt.....	2535	2503	5038	3121	2248	2050	2003	4053	3	25	4081
Hooker ...	114	87	201	101	66	75	70	145	....	....	145
Howard...	2127	2114	4241	2332	1554	1615	1565	3180	2	9	3191

ATTENDANCE, 1906

Table No. 15—Continued.

County	Aggregate number of days attended by all pupils			Average daily attendance			Pupils transferred under sec. 4a, subd. 5
	Males	Females	Total	Males	Females	Total	
To'ls for State	15308537	15651001	30959538	155	93582	184647	4591
Adams.....	292432	299902	592334	1684	1737	3421	115
Antelope...	173413	174308	347721	1120	1110	2230	96
Banner.....	7153	8059	15212	63	70	133	8
Blaine.....	7593	5972	13565	78	59	137	.....
Boone.....	193270	177667	370937	1080	1050	2130	125
Box Butte..	72233	94965	167198	372	595	967	3
Boyd	130322	128769	259091	836	836	1672	12
Brown	46100	54776	100876	301	357	658	22
Buffalo	296884	303080	599964	1748	1825	3573	85
Burt.....	203720	197798	401518	1176	1154	2330	91
Butler.....	224990	229467	454457	1283	1325	2608	.....
Cass.....	299154	315156	614310	1701	1803	3504	94
Cedar.....	196253	193165	389418	1152	1127	2279	15
Chase.....	36312	35686	71998	286	275	561	38
Cherry.....	81733	88268	170001	568	603	1171	21
Cheyenne...	63633	71771	135404	416	441	857	28
Clay.....	229440	240316	469756	1316	1375	2691	90
Colfax.....	158802	164374	323176	923	966	1889	....
Cuming....	202197	189063	391260	1171	1108	2279	103
Custer.....	296192	308409	604601	2014	2045	4059	78
Dakota.....	94177	88994	183171	547	518	1065	23
Dawes.....	77417	81607	159024	536	575	1111	.....
Dawson....	198884	223845	422729	1210	1347	2557	82
Deuel.....	20392	19053	39445	184	164	243	13
Dixon.....	184908	190960	375868	1107	1140	2247	142
Dodge.....	327093	341235	668328	1893	1952	3845	125
Douglas....	1907905	1921085	3828990	10404	10470	20874	103
Dundy.....	35255	35745	71000	266	282	548	8
Fillmore...	231143	250506	481649	1347	1441	2788	63
Franklin...	151955	142867	294822	922	865	1787	96
Frontier....	109510	108202	217712	779	775	1554	125
Furnas.....	186790	199052	385842	1192	1253	2445	67
Gage.....	448279	468821	917100	2615	2747	5362	299
Garfield....	32842	37668	70510	244	275	519	26
Gosper.....	59419	62113	121532	438	405	843	56
Grant	12035	11002	23037	74	66	140	.....
Greeley....	93534	101919	195453	561	606	1167	.....
Hall.....	251318	253606	504922	1456	1457	2913	95
Hamilton...	188248	191976	380224	1057	1149	2206	135
Harlan.....	137933	130459	268392	873	809	1682	69
Hayes	32394	35084	67478	269	274	543	8
Hitchcock..	75672	73871	149543	547	525	1072	14
Holt	164237	184303	348540	1115	1231	2346	13
Hooker....	5723	5591	11314	37	35	72	.....
Howard....	148067	160980	309047	869	968	1837	148

PUPILS, CENSUS, ENROLLMENT,

Table No. 15—Continued.

County	Census—No. of children between 5 & 21 yrs. of age			Children between 7 and 15 yrs. of age		ENROLLMENT					
						Pupils between 5 & 21 yrs of age			Pupils over 21 years of age	Pupils under 5 years of age	Total
	Males	Females	Total	Whole number	At'd scho'l time required by law	Males	Females	Total			
Jefferson..	2755	2656	5411	3047	2689	2303	2231	4534	2	12	4548
Johnson...	1849	1840	3689	2263	1955	1467	1399	2866	1	4	2871
Kearney...	1762	1679	3441	1842	1468	1329	1227	2556	1	9	2566
Keith.....	326	338	664	445	306	276	274	550	....	1	551
Keya Paha	615	559	1174	741	669	615	559	1174	....	....	1174
Kimball...	157	127	284	179	171	129	124	253	1	....	254
Knox.....	3270	2987	6257	3579	2686	2402	2138	4540	4	23	4567
Lancaster.	10055	10145	20200	9397	7391	6917	7035	13952	11	61	14024
Lincoln...	2091	1916	4007	2440	2028	1664	1550	3214	....	....	3214
Logan.....	183	163	346	208	184	167	156	323	....	....	323
Loup.....	341	288	629	341	279	313	250	563	....	5	568
McPhers'n	115	140	255	146	85	70	71	141	....	...	141
Madison..	3110	3107	6217	3439	2887	2400	2464	4864	1	11	4876
Merrick...	1611	1615	3226	1776	1420	1224	1209	2433	....	6	2439
Nance.....	1562	1394	2956	2047	1472	1219	1185	2404	1	6	2411
Nemaha...	2477	2337	4814	2637	2541	1956	1934	3790	....	13	3803
Nuckolls..	2309	2100	4409	2472	2024	1709	1586	3295	....	15	3310
Otoe.....	3563	3547	7110	3891	3529	2523	2489	5012	1	11	5024
Pawnee....	1965	1931	3896	2209	1628	1624	1585	3209	2	7	3218
Perkins...	289	266	555	329	326	239	245	484	....	....	484
Phelps....	1961	1819	3780	2001	1576	1432	1298	2730	2	4	2736
Pierce....	1889	1867	3756	2012	1426	1467	1424	2891	3	14	2908
Platte....	3391	3263	6654	3143	1957	1851	1654	3505	1	17	3523
Polk	1912	1755	3667	2048	1561	1452	1338	2790	...	5	2795
R'd Will'w	1885	1811	3696	1972	1778	1456	1485	2941	1	3	2945
Richards'n	3008	3033	6041	3285	2879	2381	2356	4737	2	10	4749
Rock.....	583	561	1144	618	526	497	467	964	....	4	968
Saline.....	3215	3060	6275	3633	3531	2689	2488	5177	1	10	5188
Sarpy.....	1534	1477	3011	1685	1314	1129	1108	2237	....	6	2243
Saunders..	3926	3881	7807	4310	4083	3046	2951	5997	....	...	5997
Scottsbluff	784	647	1431	925	596	648	571	1219	....	8	1227
Seward....	2716	2578	5294	2804	2164	1931	1827	3758	1	8	3767
Sheridan..	918	880	1798	1114	995	761	795	1556	3	3	1562
Sherman..	1539	1462	3001	1606	1184	1146	1105	2251	2	4	2257
Sioux....	327	321	648	369	284	282	236	518	...	....	518
Stanton...	1433	1297	2730	1551	1405	1130	1023	2153	....	3	2156
Thayer....	2628	2500	5128	2871	2125	1929	1849	3778	3	3	3784
Thomas...	117	105	222	145	138	105	110	215	1	...	216
Thurston..	1205	1023	2228	1252	746	713	615	1328	....	3	1331
Valley....	1672	1553	3225	1752	1437	1338	1255	2593	....	9	2602
Wash'gt'n	2261	2157	4418	2357	1950	1667	1585	3252	1	1	3254
Wayne....	1830	1785	3615	2252	1586	1450	1420	2870	5	3	2878
Webster...	2075	2026	4101	2245	1685	1572	1575	3147	....	21	3168
Wheeler..	382	356	738	380	195	278	248	526	2	6	534
York.....	3055	2956	6011	3113	2690	2228	2171	4399	6	11	4416

ATTENDANCE, 1906

Table No. 15—Concluded.

County	Aggregate number of days attended by all pupils			Average daily attendance			Pupils transferred under sec. 4a, subd. 5
	Males	Females	Total	Males	Females	Total	
Jefferson...	240476	248398	488874	1411	1457	2868	13
Johnson....	164601	167457	332058	983	1014	1997	70
Kearney....	138426	141118	279544	821	833	1654	91
Keith.....	27365	31348	58713	157	181	338	4
Keya Paha.	50182	53291	103473	418	378	796	.....
Kimball....	13901	14410	28311	80	84	164	.....
Knox.....	212711	204596	417307	1360	1325	2685	168
Lancaster..	830184	888485	1718669	4772	5081	9853	154
Lincoln....	141867	161031	302898	925	1006	1931	7
Logan.....	10073	10896	20969	67	74	141	.....
Loup.....	21714	19436	41150	164	142	306	4
McPherson.	2176	2531	4707	32	34	66	.....
Madison...	274301	292846	567147	1611	1708	3319	54
Merrick....	136102	147712	283814	795	850	1645	19
Nance.....	130492	131105	261597	755	757	1512	33
Nemaha....	200872	206904	407776	1238	1220	2458	28
Nuckolls...	177872	184415	362287	1082	1101	2183	123
Otoe.....	290850	303777	594627	1701	1793	3494	....
Pawnee.....	174853	185085	359938	936	1092	2028	53
Perkins....	18872	22341	41213	157	179	336	2
Phelps.....	143199	145740	288939	873	916	1789	21
Pierce.....	136704	149963	286667	837	893	1730	161
Platte.....	186766	180544	367310	1087	1038	2125	244
Polk.....	141462	141090	282552	863	860	1723	29
Red Willow	144623	160656	305279	956	1063	2019	58
Richardson	348150	284849	632999	1701	1685	3386	72
Rock.....	42526	44798	87324	319	339	658	.....
Saline.....	314552	298703	613255	1814	1735	3549	53
Sarpy.....	132664	133816	266480	756	795	1551	.....
Saunders...	328227	338428	666655	1968	2083	4051	.....
Scottsbluff.	64379	61628	126007	399	376	775	15
Seward.....	201912	205542	407454	1159	1186	2345	23
Sheridan...	67815	72631	140446	506	521	1027	32
Sherman...	94888	106800	201688	614	701	1315	21
Sioux.....	18693	18987	37680	146	142	288	.....
Stanton....	99078	92134	191212	630	584	1214	17
Thayer.....	197806	198489	396295	1187	1218	2405	49
Thomas	11029	10410	21439	71	68	139	.....
Thurston...	65059	62122	127181	389	353	742	.....
Valley.....	129248	130176	259424	804	801	1605	18
Washingt'n	207644	200942	409586	1182	1145	2327	2
Wayne.....	148014	141394	289408	866	865	1731	45
Webster....	163566	168103	331669	1006	1034	2040	73
Wheeler....	23627	18018	41645	185	147	332	32
York.....	251060	266343	517403	1452	1535	2987	66

DISTRICTS, SCHOOLHOUSES, LENGTH OF TERM, 1906.

Table No. 16.

County	Number of districts	Schoolhouses						Length of term—No. of districts holding.				Average number of days of school in all districts
		Frame	Brick	Stone	Log	Sod	Total	Nine months or more	Six to nine months	Three to six months	Less than three mo's or none	
Totals for State	6671	6110	372	37	75	186	780	1838	3988	578	267	142
Adams	79	77	9	....	....	....	86	53	26	....	.....	168
Antelope	110	108	2	....	....	....	110	16	89	5	.....	147
Banner	28	11	...	....	10	1	22	1	9	8	10	70
Blaine	14	6	...	....	....	5	11	1	5	6	2	98
Boone	83	77	4	....	....	....	81	32	47	1	3	156
Box Butte	56	24	3	1	....	14	42	1	22	23	10	90
Boyd	76	70	2	1	....	....	73	11	54	6	5	126
Brown	50	35	2	....	3	4	44	4	20	18	8	99
Buffalo	119	120	10	1	....	....	131	40	77	1	1	156
Burt	69	67	3	....	....	....	70	39	29	1	.....	168
Butler	93	93	2	....	....	....	95	32	61	....	.....	165
Cass	100	93	17	1	....	....	111	61	39	....	.....	170
Cedar	89	102	2	....	....	....	104	43	46	....	.....	170
Chase	60	39	1	....	....	11	51	3	22	25	10	90
Cherry	80	50	1	1	5	6	63	9	40	20	11	118
Cheyenne	93	39	....	13	6	11	69	10	26	22	35	76
Clay	77	80	5	....	....	....	85	47	30	...	....	168
Colfax	60	65	1	...	....	...	66	29	31	....	.....	168
Cuming	78	76	4	....	....	....	80	29	48	1	.....	161
Custer	251	203	3	....	....	36	242	21	180	35	15	121
Dakota	37	36	3	....	....	....	39	19	17	1	.....	166
Dawes	88	53	3	....	15	1	72	10	32	27	19	93
Dawson	91	101	5	....	....	4	110	23	62	6	.....	149
Deuel	48	32	.	5	....	8	45	4	12	22	10	81
Dixon	82	84	3	....	....	....	87	15	65	2	.....	155
Dodge	84	82	12	....	....	...	94	64	20	....	.....	171
Douglas	62	58	53	1	....	....	112	55	6	....	1	174
Dundy	53	48	1	....	....	1	50	3	24	24	2	102
Fillmore	91	89	4	....	...	...	93	42	49	.. .	.....	165
Franklin	71	70	1	....	....	....	71	18	52	....	1	151
Frontier	105	106	....	....	....	1	107	6	86	13	.....	126
Furnas	101	95	4	....	....	....	99	14	81	6	.....	140
Gage	158	151	15	1	....	....	167	49	109	....	.....	160
Garfield	28	18	2	....	....	8	28	1	19	6	2	119
Gosper	61	61	....	....	....	....	61	2	55	3	1	135
Grant	7	4	1	....	....	2	7	1	3	1	2	105
Greeley	58	61	2	....	....	....	63	26	32	....	.. .	162
Hall	73	72	7	....	....	....	79	36	37	....	.....	167
Hamilton	98	98	2	....	....	....	100	31	67	.	.....	160
Harlan	80	79	3	....	....	....	82	10	68	2	.....	141
Hayes	52	39	....	1	....	8	48	...	38	13	1	101
Hitchcock	76	59	3	....	1	6	69	5	51	12	8	108
Holt	206	182	3	....	....	2	187	16	124	49	17	114
Hooker	3	7	....	....	....	1	8	1	1	1	... .	105
Howard	72	69	2	1	....	..	72	15	56	1	....	152
Jefferson	99	96	6	....	....	..	102	28	71	....	....	159
Johnson	76	73	4	1	....	....	78	21	55	..	....	160

DISTRICTS, SCHOOLHOUSES, LENGTH OF TERM, 1906.

Table No. 16—Concluded.

County	Number of districts	Schoolhouses						Length of term—No. of districts holding				Average number of days of school in all districts
		Frame	Brick	Stone	Log	Sod	Total	Nine months or more	Six to nine months	Three to six months	Less than three mo's or none	
Kearney	69	68	2	....	....	....	70	26	43	....	....	162
Keith	39	38	1	....	....	4	43	4	17	8	10	98
Keya Paha	57	39	....	....	10	3	52	4	48	5	.....	116
Kimball	21	15	....	...	...	1	16	5	7	2	7	93
Knox	121	130	3	...	..	....	133	28	75	13	5	146
Lancaster	138	139	20	....	....	...	159	67	69	2	.....	165
Lincoln	109	118	1	....	1	9	129	9	66	29	5	130
Logan	15	7	1	....	....	8	16	...	11	3	1	105
Loup	24	15	....	....	....	7	22	1	16	5	2	113
McPherson	9	1	....	....	....	8	9	1	4	4	....	100
Madison	80	80	9	....	....	....	89	22	58	....	....	162
Merrick	55	58	3	...	....	....	61	34	20	1	.....	160
Nance	65	66	1	....	....	....	67	22	43	....	....	162
Nemaha	80	67	13	2	....	....	82	32	47	1	.....	157
Nuckolls	91	88	5	....	....	....	93	14	77	....	.....	155
Otoe	104	95	14	1	....	....	110	45	59	....	.....	164
Pawnee	76	72	4	2	....	...	78	29	47	....	.....	165
Perkins	68	37	1	1	....	3	42	7	24	18	19	116
Phelps	76	75	3	....	....	...	78	10	66	....	.....	150
Pierce	70	78	4	....	....	....	82	24	44	2	.....	157
Platte	79	78	6	....	....	....	84	45	34	....	.....	165
Polk	71	70	1	....	....		71	14	56	1	....	155
Red Willow	81	75	3	1	....	2	81	9	45	26	1	118
Richardson	104	96	12	....	....	....	108	25	79	....	....	149
Rock	60	52	....	....	2	...	54	3	29	23	5	97
Saline	117	112	10	....	....	....	122	43	71	2	1	159
Sarpy	40	39	4	....	....	....	43	25	15	....	.....	165
Saunders	115	113	5	....	....	....	118	57	58	....	.....	166
Scottsbluff	34	20	2	....	2	2	26	5	14	4	11	93
Seward	91	91	3	....	....	....	94	39	52	....	....	165
Sheridan	82	41	3	...	11	7	62	4	39	24	15	111
Sherman	74	69	2	..	....	...	71	8	60	5	1	137
Sioux	31	17	....	....	9	....	26	1	16	10	4	100
Stanton	55	54	1	....	....	....	55	15	39	1	.....	155
Thayer	97	91	9	1	....	....	101	16	77	4	.....	150
Thomas	7	6	....	....	....	2	8	4	1	1	1	138
Thurston	24	26	1	...	....	....	27	12	5	7	.....	137
Valley	62	62	2	....	....	....	64	9	51	2	.....	149
Washington	56	57	5	....	....	....	62	39	17	..	.....	166
Wayne	83	85	1	..	....	....	86	21	61	....	1	159
Webster	79	80	3	...	...	....	83	21	57	1	.....	152
Wheeler	35	31	....	1	....	....	32	1	17	13	4	101
York	102	101	4	....	....	....	105	41	61	....	.....	163

COUNTY SUPERINTENDENTS, COMPENSATION, ETC., 1906

Tab'e No. 17.

COUNTY	Superintendent	P. O. Address	Compensation
Total for State			$91856
Adams	Isaac Downey	Hastings	1350
Antelope	*C. E. Ward	Neligh	1200
Banner	*Jessie G. Barfoot	Harrisburg	D 80
Blaine	B. F. Parks	Dunning	D 120
Boone	F. W. Hoffman	Albion	1200
Box Butte	*Mrs. Leora S. Rustin	Alliance	D1072
Boyd	*C. A. Manville	Butte	1000
Brown	Florence N. Johnston	Ainsworth	D 820
Buffalo	S. A. Reasoner	Kearney	1500
Burt	Eda C. Nelson	Tekamah	1200
Butler	†Jos. C. Hrushka	David City	1200
Cass	J. W. Gamble	Plattsmouth	1500
Cedar	W. E. Miller	Hartington	1200
Chase	*Nellie E. Dick	Imperial	D 784
Cherry	*Lulu Kortz	Valentine	1000
Cheyenne	*Mrs. Frances E Knox	Sidney	840
Clay	*Chas. L. Coons	Clay Center	1400
Colfax	*John Chleboun, Jr.	Schuyler	1200
Cuming	†J. A. Stahl	West Point	1300
Custer	H. M. Pinckney	Broken Bow	1600
Dakota	†Geo. J. Boucher	Dakota City	900
Dawes	*T. S. Smith	Chadron	800
Dawson	*L. A. Olinger	Lexington	1300
Deuel	*Mrs. Louella M. Bernhard	Chappell	D 800
Dixon	*A. V. Teed	Ponca	1200
Dodge	J. M. Matzen	Fremont	1400
Douglas	W. A. Yoder	Omaha	1800
Dundy	*C. Estella Goodwin	Benkelman	D 808
Fillmore	*Henry Vauck	Geneva	1200
Franklin	*Ed. M. Short	Bloomington	1000
Frontier	Thos. Scott	Stockville	1000
Furnas	F. J. Munday	Beaver City	1200
Gage	*Anna V. Day	Beatrice	1500
Garfield	J. L. Jenkins	Burwell	D 500
Gosper	*F. W. Montgomery	Elwood	800
Grant	§H. R. Dellinger	Hyannis	D 260
Greeley	Jas. Pelley	Greeley	1000
Hall	Margaret E. Brown	Grand Island	1200
Hamilton	S. C. Stephenson	Aurora	1200
Harlan	‡P. P. Bentley	Alma	1100
Hayes	Mrs. Margaret E. West	Hayes Center	D 800
Hitchcock	†Jas. O'Connell	Trenton	900
Holt	Florence Zink	O'Neill	1200
Hooker	*E. C. Hewitt	Mullen	D 184
Howard	*J. A. Ziegler	St. Paul	1200
Jefferson	*Mrs. Olive W. True	Fairbury	1200

D—Per diem, not less than $4.00 nor more than $5.00.
*—Elected for second term.
†—Elected for third term.
‡—Elected for fourth term.
§—Elected for fifth term.

COUNTY SUPERINTENDENTS, COMPENSATION, ETC., 1906

Table No. 17—Concluded.

COUNTY	Superintendent	P. O. Address	Compensation
Johnson	*B. E. Dill	Tecumseh	1200
Kearney	Edwin Curtis	Minden	1000
Keith	Mrs. Genevieve Richmond	Ogallala	D 800
Keya Paha	†John Scheie	Springview	800
Kimball	*Alice Wilkinson	Kimball	D 736
Knox	*F. C. Marshall	Center	1200
Lancaster	*O. R. Bowman	Lincoln	1800
Lincoln	*C. M. Trotter	North Platte	1200
Logan	Sadie Bakewell	Gandy	D 220
Loup	*W. L. Johnson	Taylor	D 300
McPherson	†Mrs. Lydia Neal	Omega	D 120
Madison	Frank S. Perdue	Madison	1200
Merrick	‡Fred A. Marsh	Central City	1000
Nance	Frances E. Taylor	Fullerton	1000
Nemaha	*George D. Carrington, Jr.	Auburn	1200
Nuckolls	‡W. T. Bottenfield	Nelson	1200
Otoe	†R. C. King	Nebraska City	1500
Pawnee	E. M. Avery	Pawnee City	1200
Perkins	§A. Softley	Grant	D 796
Phelps	†E. E. Larson	Holdrege	1000
Pierce	*Frank Pilger	Pierce	1100
Platte	§L. H. Leavy	Columbus	1200
Polk	Wilhelmina Rydberg	Osceola	1200
Red Willow	*Flora B. Quick	Indianola	1000
Richardson	T. J. Oliver	Falls City	1200
Rock	‡Geo. M. Hopkins	Bassett	D 800
Saline	§D. G. Hopkins	Wilber	1200
Sarpy	‡G. P. Miller	Papillion	1000
Saunders	†J. W. Mengel	Wahoo	1400
Scottsbluff	*Agnes Lackey	Gering	D 468
Seward	†E. H. Koch	Seward	1200
Sheridan	*C. L. Hopper	Rushville	1000
Sherman	M. H. Mead	Loup City	1100
Sioux	*John Borky	Harrison	D 668
Stanton	¶Chas. S. Coney	Stanton	1200
Thayer	G. W. Allen	Hebron	1200
Thomas	*Nellie Z. Vandling	Thedford	D 130
Thurston	C. W. Hubbard	Pender	800
Valley	L. R. Bright	Ord	1000
Washington	*John A. Rhoades	Blair	1200
Wayne	A. E. Littell	Wayne	1100
Webster	Mrs. Nellie W. Caster	Red Cloud	1200
Wheeler	*E. Pibel	Pibel	D 400
York	*Charles O. Stewart	York	1600

D—Per diem, not less than $4.00 nor more than $5.00.
*—Elected for second term.
†—Elected for third term.
‡—Elected for fourth term.
§—Elected for fifth term.
¶—Elected for sixth term.

COUNTY INSTITUTES, SEASON OF 1906

Table No. 18.

County	Date of beginning	Location	Number of instructors	Length of term in weeks	Enrollment		Number who have attended some Normal school	Number of teachers engaged in reading circle work
					Whole number	Actual teachers		
Adams	August 27	Hastings	5	1	141	135	36	97
Antelope	August 20	Neligh	3	1	108	102	59	101
*a*Banner								
*Blaine								
Boone	August 27	Albion	3	1	94	94	46	80
*a*Box Butte								
Boyd	August 20	Butte	4	1	49	43	18	25
Brown	July 16	Ainsworth	3	2	35	24	10	17
Buffalo	August 6	Kearney	4	1	136	136	100	
Burt	August 6	Oakland	3	1	75	70	47	97
Butler	July 23	David City	3	1	72	72	61	80
Cass	August 13	Weeping Water	3	1	143	143	50	143
Cedar	August 27	Hartington	4	1	130	110		
Chase	June 4	Imperial	2	2	33	17	14	23
*e*Cherry								
Cheyenne	May 28	Sidney	3	2	20	17		50
§Clay								
Colfax	June 4	Schuyler	4	1	52	52	36	
Cuming	August 20	Wisner	4	1	85	84	45	102
Custer	July 23	Broken Bow	5	3	175	165	34	47
Dakota	August 13	Dakota City	2	1	40	40	16	40
Dawes	August 13	Chadron	3	2	47	42	3	30
Dawson	August 20	Lexington	3	1	54	52	33	
Deuel	August 13	Chappell	2	1	21	20	8	12
Dixon	August 20	Ponca	5	1	98	95	87	98
Dodge	August 20	Fremont	5	1	149	138	140	152
Douglas	August 20	Omaha	5	1	110	103	75	95
†Dundy								
§Fillmore								
Franklin	August 27	Franklin	3	1	92	88	46	96
Frontier	August 13	Stockville	6	1	72	67	21	50
Furnas	August 13	Arapahoe	4	1	96	96	22	96
Gage	June 11	Beatrice	4	1	142	131	50	181
Garfield	June 4	Burwell	2	1	36	22	9	22
Gosper	June 4	Elwood	2	1	31	31	13	13
*a*Grant								
Greeley	July 9	Spalding	4	2	69	64	31	30
	July 16	Greeley						
Hall	June 18	Grand Island	4	1	94	90	16	62
Hamilton	August 20	Aurora	3	1	123	119	75	110
*b*Harlan								

*—No institute.
§—Geneva union normal institute.
†—Teachers attended at Holdrege, McCook and Kearney normals.
a—Alliance junior normal.
b—Holdrege junior normal.
e—Valentine junior normal.

COUNTY INSTITUTES, SEASON OF 1906

Table No. 18.—Continued.

County	Date of beginning	Location	Number of instructors	Length of term in weeks	Enrollment		Number who have attended some normal school	Number of teachers engaged in reading circle work
					Whole number	Actual teachers		
Hayes	August 13	Hayes Center	1	1	34	24	18	21
cHitchcock								
Holt	August 20	O'Neill	5	1	153	139	56	73
*Hooker								
Howard	July 30	St. Paul	3	1	83	70	72	60
Jefferson	August 6	Fairbury	7	1	74	74	50	120
Johnson	August 13	Tecumseh	3	1	88	87	54	98
Kearney	August 6	Minden	3	1	55	55	26	31
Keith	August 6	Ogallala	3	1	22	22	16	
*Keya Paha								
Kimball	August 27	Kimball	2	1	15	15	8	
Knox	October 15	Creighton	5	1	155	144		
Lancaster	August 27	Lincoln	3	1	210	201	170	150
dLincoln								
Logan	May 21	Gandy	1	2	12	5		4
Loup	June 4	Taylor	2	2	25	11	5	9
*McPherson								
Madison	August 13	Madison	3	1	103	101	75	103
Merrick	August 20	Central City	3	1	54	51	35	
Nance	August 27	Fullerton	3	1	72	70	40	72
Nemaha	August 13	Auburn	3	1	123	123	107	123
§Nuckolls								
Otoe	August 20	Syracuse	4	1	132	130	96	119
Pawnee	August 18	Pawnee City	4	1	85	85	47	85
Perkins	August 13	Grant	2	1	21	21	18	21
bPhelps								
Pierce	August 20	Plainview	3	1	91	86	81	103
Platte	June 11	Columbus	3	1	79	66	50	30
Polk	August 6	Osceola	4	1	61	58	24	41
cRed Willow								
Richardson	August 13	Falls City	8	1	133	130		94
Rock	August 27	Bassett	3	1	49	47	25	25
§Saline								
Sarpy	August 20	Papillion	2	1	50	50	45	40
Saunders	June 4	Wahoo	4	1	127	120	86	120
Scotts Bluff	August 27	Gering	2	1	40	30	23	38
Seward	August 27	Seward	4	1	105	103	60	90
Sheridan	August 13	Rushville	3	2	34	34	15	50
Sherman	July 30	Loup City	3	1	45	45	15	45
Sioux	May 28	Harrison	2	2	15	13	5	3
Stanton	August 20	Stanton	3	1	52	52	51	10

*—No institute.
§—Geneva union normal institute.
b—Holdrege junior normal.
c—McCook junior normal.
d—North Platte junior normal.

COUNTY INSTITUTES, SEASON OF 1906

Table No. 18.—Concluded.

County	Date of beginning	Location	Number of instructors	Length of term in weeks	Enrollment		Number who have attended some normal school	Number of teachers engaged in reading circle work
					Whole number	Actual teachers		
§Thayer								
*Thomas								
Thurston	June 18	Pender	3	1	20	20		7
Valley	August 27	Ord	4	1	51	48	6	48
Washington	August 6	Blair	3	1	64	61	7	40
Wayne	June 4	Wayne	3	1	110	90	60	70
Webster	August 27	Red Cloud	3	1	75	67	33	50
Wheeler	August 13	Bartlett	3	2	21	16	8	16
York	June 11	York	5	1	164	164	91	140

*—No institute.
§—Geneva union normal institute.

COUNTY INSTITUTES, SEASON OF 1906—

Table No. 19.

County	Amount on hand at close of last institute	RECEIPTS				Total
		Examination fees	Tuition fees	Appropriation of county board	From other sources	
Totals for State	$ 5361 13	$10452 33	$ 4522 85	$4741 29	$502 78	$25580 38
Adams	119 75	264 00	114 50	25 00	.....	523 25
Antelope	117 51	206 00	81 00	50 00	.....	454 51
Banner	32 10	17 50	.....	.....	.....	49 60
Blaine	52 00	12 00	.....	.....	.....	64 00
Boone	9 79	192 00	70 50	75 00	37 50	384 79
Box Butte	191 50	53 00	.....	75 00	.....	319 50
Boyd	.....	93 00	45 00	25 00	22 00	185 00
Brown	16 00	40 00	35 00	40 00	.....	131 00
Buffalo	23 50	138 00	136 00	100 00	22 00	419 50
Burt	85 42	30 00	75 00	50 00	37 00	277 42
Butler	54 09	169 00	72 75	80 00	.....	375 84
Cass	29 08	213 77	135 00	50 00	.....	427 85
Cedar	5 00	124 00	110 00	100 00	.....	339 00
Chase	73 14	36 00	33 00	72 36	.....	214 50
Cherry	63 70	95 00	5 00	100 00	.....	263 70
Cheyenne	21 60	41 20	20 00	75 00	4 00	161 80
Clay	243 51	203 00	.....	50 00	.....	496 51
Colfax	.....	175 50	52 00	52 00	.....	279 50
Cuming	13 62	138 00	85 00	100 00	.....	336 62
Custer	187 02	219 00	175 00	.....	66 85	647 87
Dakota	42 25	114 00	.....	100 00	.....	256 25
Dawes	63 00	119 00	46 00	25 00	.....	253 00
Dawson	201 24	177 00	40 00	.....	15	418 39
Deuel	.....	37 00	20 00	25 00	.....	82 00
Dixon	66 35	163 00	49 00	100 00	21 00	399 35
Dodge	246 35	244 65	148 00	75 00	.....	714 00
Douglas	34 48	159 00	102 00	75 00	40 00	410 48
Dundy	.....	75 00	25 75	100 00	.....	275 00
Fillmore	145 36	212 00	.....	100 00	2 37	459 73
Franklin	.....	88 00	90 00	100 00	.....	278 00
Frontier	81 96	90 00	.....	100 00	.....	271 96
Furnas	43 77	108 00	32 00	75 00	.....	258 77
Gage	66 92	200 00	71 00	.....	.....	337 92
Garfield	7 00	16 00	36 00	50 00	.....	109 00
Gosper	76 78	.....	.....	100 00	.....	176 78
Grant	39 25	13 00	.....	.....	.....	52 25
Greeley	.....	108 00	64 00	95 00	11 40	278 40
Hall	48 17	89 00	71 50	100 00	36 14	344 81
Hamilton	.....	212 92	18 35	67 73	.....	299 00
Harlan	343 03	127 00	.....	.....	.....	470 03
Hayes	10 50	12 00	26 00	50 00	.....	98 50
Hitchcock	4 73	.....	.....	25 00	5 27	35 00
Holt	381 27	161 00	17 00	.....	17 00	576 27
Hooker	20 50	30 00	.....	.....	.....	50 50
Howard	71 24	93 00	83 00	50 00	.....	297 24
Jefferson	41 36	197 00	32 00	.....	14 34	284 70
Johnson	71 97	82 10	88 00	60 00	.....	302 07

STATEMENT OF INSTITUTE FUND.

Table No. 19—Continued.

County	DISBURSEMENTS			Balance on hand at close of institute	Total
	For instruction	For lectures	For other expenses		
Totals for State	$12623 86	$ 3433 95	$ 3863 02	$ 5659 55	$25586 38
Adams	260 00	13 50	31 75	218 00	523 25
Antelope	150 00	72 50	81 65	150 36	454 51
Banner	20 00	.....	11 60	18 00	49 60
Blaine	...	.....	.....	64 00	64 00
Boone	150 00	95 00	75 14	64 65	384 79
Box Butte	50 00	40 00	15 00	214 50	319 50
Boyd	85 00	70 00	25 00	5 00	185 00
Brown	95 00	.....	14 20	21 80	131 00
Buffalo	204 00	69 00	105 54	40 96	419 50
Burt	148 98	77 00	39 41	12 03	277 42
Butler	165 00	83 75	110 60	16 49	375 84
Cass	200 00	85 00	79 63	63 22	427 85
Cedar	198 50	30 00	48 70	61 80	339 00
Chase	155 00	31 00	28 50	.....	214 50
Cherry	90 00	59 20	51 65	62 85	263 70
Cheyenne	145 00	.....	6 15	10 65	161 80
Clay	100 00	78 50	104 15	213 86	496 51
Colfax	235 00	.....	44 50	.....	279 50
Cuming	105 00	45 50	150 05	36 07	336 62
Custer	540 00	.....	84 90	22 97	647 87
Dakota	150 00	.....	49 80	56 45	256 25
Dawes	215 00	.....	13 00	25 00	253 00
Dawson	150 00	.....	146 05	122 34	418 39
Deuel	75 00	.....	5 45	1 55	82 00
Dixon	190 00	80 00	47 75	81 60	399 35
Dodge	310 00	110 00	176 96	117 04	714 00
Douglas	287 00	5 00	78 45	40 03	410 48
Dundy	22 50	104 10	72 27	1 88	200 75
Fillmore	375 00	.....	.....	84 73	459 73
Franklin	140 00	75 00	58 15	4 85	278 00
Frontier	130 00	45 00	32 00	64 96	271 96
Furnas	130 00	47 50	38 50	42 77	258 77
Gage	239 50	35 00	40 20	23 22	337 92
Garfield	90 00	.....	5 00	14 00	109 00
Gosper	90 00	80 00	2 00	4 78	176 78
Grant	.....	.....	.....	52 25	52 25
Greeley	260 00	.....	18 25	15	278 40
Hall	225 00	65 00	54 81	.....	344 81
Hamilton	170 00	69 00	60 00	.....	299 00
Harlan	.....	150 00	.....	320 03	470 03
Hayes	31 00	.....	17 96	49 54	98 50
Hitchcock	25 00	.....	10 00	.....	35 00
Holt	150 00	49 45	45 95	330 87	576 27
Hooker	.....	.....	.....	50 50	50 50
Howard	155 00	28 00	34 50	79 74	297 24
Jefferson	195 00	45 70	44 00	.....	284 70
Johnson	175 00	.....	31 75	95 32	302 07

COUNTY INSTITUTES, SEASON OF 1906—

Table No. 19—Continued.

County	Amount on hand at close of last institute	RECEIPTS				Total
		Examination fees	Tuition fees	Appropriation of county board	From other sources	
Kearney	134 00	49 00	27 00	50 00	.....	260 00
Keith	29 82	30 00	10 00	50 00	.....	119 82
Keya Paha	.....	22 00	.....	.....	.....	22 00
Kimball	3 00	15 00	14 00	100 00	3 00	135 00
Knox	34 45	155 00	155 00	100 00	84 00	528 45
Lancaster	25 45	454 00	105 00	.....	.....	584 45
Lincoln	54 64	131 00	105 00	100 00	.....	390 64
Logan	34 60	8 00	6 00	25 00	2 40	76 00
Loup	.....	42 00	.....	25 00	.....	67 00
McPherson	66 66	24 00	.....	.....	.....	90 66
Madison	.....	146 00	103 00	.....	.....	249 00
Merrick	.....	67 00	53 50	50 00	42 76	213 26
Nance	145 53	134 00	72 00	.....	.....	351 53
Nemaha	130 93	26 00	115 00	100 00	.....	371 93
Nuckolls	10 00	80 00	.....	25 00	7 18	122 18
Otoe	62 08	177 42	.....	100 00	.....	339 50
Pawnee	41	217 00	127 50	60 00	.....	404 91
Perkins	37 75	55 00	.....	40 00	.....	132 75
Phelps	141 16	148 00	.....	.....	.....	289 16
Pierce	123 39	299 50	91 00	75 00	.....	588 89
Platte	83	118 00	79 00	100 00	.....	297 83
Polk	1 27	158 42	61 00	100 00	.....	320 69
Red Willow	223 12	122 00	.....	100 00	.....	445 12
Richardson	20 47	180 00	132 00	25 00	.....	357 47
Rock	.....	83 00	24 50	25 00	.....	132 50
Saline	.....	179 00	.....	.....	.....	179 00
Sarpy	.....	66 00	50 00	50 00	.....	166 00
Saunders	38 00	172 00	127 00	.....	.....	337 00
Scottsbluff	8 75	35 00	35 00	50 00	1 42	130 17
Seward	48 30	234 00	52 50	40 00	.....	374 80
Sheridan	153 75	91 50	60 50	50 00	.....	355 75
Sherman	66 64	31 00	45 00	100 00	.....	242 64
Sioux	.....	27 00	14 00	94 20	.....	135 20
Stanton	69 14	77 50	52 00	100 00	.....	298 64
Thayer	33 95	109 00	.....	50 00	.....	192 95
Thomas	13 68	19 00	.....	.....	.....	32 68
Thurston	13 00	33 00	20 00	40 00	.....	106 00
Valley	.....	67 00	48 00	100 00	5 00	220 00
Washington	23 00	150 00	64 00	25 00	.....	262 00
Wayne	39 80	271 35	110 00	...	20 00	441 15
Webster	19 55	146 00	75 00	75 00	.....	315 55
Wheeler	51 50	22 00	21 00	25 00	.....	119 50
York	56 70	393 00	164 00	100 00	.....	713 70

STATEMENT OF INSTITUTE FUND.

Table No. 19—Concluded.

County	DISBURSEMENTS			Balance on hand at close of institute	Total
	For instruction	For lectures	For other expenses		
Kearney	165 00	18 00	13 62	63 38	260 00
Keith	80 00	.....	6 90	32 92	119 82
Keya Paha	.....	.....	.....	22 00	22 00
Kimball	80 00	25 00	12 00	18 00	135 00
Knox	184 00	195 00	111 20	38 25	528 45
Lancaster	167 50	.....	87 82	329 13	584 45
Lincoln	.....	236 78	27 00	126 86	390 64
Logan	75 00	.....	1 00	.....	76 00
Loup	50 00	.....	17 00	.....	67 00
McPherson	6 00	.....	.....	84 66	90 66
Madison	155 00	35 00	38 75	20 25	249 00
Merrick	165 00	20 00	28 26	.....	213 26
Nance	190 00	.....	18 40	143 13	351 53
Nemaha	130 00	70 00	84 21	87 72	371 93
Nuckolls	82 53	.....	39 65	.....	122 18
Otoe	250 00	35 75	51 55	2 20	339 50
Pawnee	175 00	34 30	172 20	23 41	404 91
Perkins	45 00	.....	15 00	72 75	132 75
Phelps	160 00	20 00	28 27	80 89	289 16
Pierce	130 00	70 00	182 65	206 24	588 89
Platte	175 00	50 00	27 45	45 38	297 83
Polk	168 00	56 00	29 40	67 29	320 69
Red Willow	.....	220 50	17 10	207 52	445 12
Richardson	307 00	25 00	18 75	6 72	357 47
Rock	90 00	.....	33 45	9 05	132 50
Saline	90 00	.....	15 00	74 00	179 00
Sarpy	105 00	16 50	34 95	9 55	166 00
Saunders	194 35	10 00	41 90	90 75	337 00
Scottsbluff	80 00	20 00	30 17	.....	130 17
Seward	225 00	45 00	35 25	69 55	374 80
Sheridan	145 00	50 00	40 00	120 75	355 75
Sherman	190 00	.....	20 00	32 64	242 64
Sioux	128 00	.....	7 20	.....	135 20
Stanton	115 00	18 00	21 00	144 64	298 64
Thayer	.....	90 00	31 47	71 48	192 95
Thomas	.....	.....	40	32 28	32 68
Thurston	100 00	.....	6 00	.....	106 00
Valley	210 00	10 00	.....	.....	220 00
Washington	240 00	.....	8 50	13 50	262 00
Wayne	150 00	107 00	141 55	42 60	441 15
Webster	185 00	17 17	34 48	78 90	315 55
Wheeler	80 00	.....	4 50	35 00	119 50
York	280 00	125 00	138 10	195 35	713 70

JUNIOR NORMAL SCHOOLS, 1906.

FINANCIAL STATEMENT.

Table No. 20.

	Alliance	Holdrege	McCook	North Platte	Valentine	Total
STATE APPORTIONMENT—						
Salaries	$1405 00	$ 1570 00	$1437 00	$1340 75	$1363 75	$7116 50
Other expenses						221 83
Total						$7338 33
LOCAL FUNDS—						
Receipts:						
Balance 1905	$ 102 87		$ 39 39			
Enrollment fees	238 00	$440 00	454 00	$320 00	$270 00	
Lecture course	195 75	138 55	200 00	150 70	132 00	
Institute funds	71 00	341 86	268 00	236 78	58 00	
Other sources	105 00	22 50	14 60			
Total	$712 62	$942 91	$975 99	$707 48	$460 00	
Expenditures—						
Lecture course	$ 338 85	$ 340 00	$ 298 90	$ 361 80	$ 297 85	
Extra instructors	137 60	185 00	253 00	102 50		
Clerk, pianist, piano		84 33	123 45	25 00		
Janitor, labor	20 00	86 75	45 00	50 00	67 50	
Printing, express, postage, drayage, supplies, etc	130 66	181 42	208 41	145 18	85 00	
Miscellaneous	81 25	65 41	21 60	23 00	9 65	
Total	$ 708 36	$ 942 91	$ 950 36	$ 707 48	$ 460 00	$3769 11
Balance on hand	4 26		25 63			29 89
Total	$ 712 62	$ 942 91	$ 975 99	$ 707 48	$ 460 00	$3799 00
Cost of Junior Norm'ls	$2113 36	$ 2512 91	$2387 36	$2048 23	$1823 75	11007 44

JUNIOR NORMAL SCHOOLS, 1906.—*Continued.*

ENROLLMENT.

Table No. 20.—Concluded.

Alliance		Holdrege		McCook		North Platte		Valentine	
Banner	5	Buffalo	1	Box Butte	1	Cheyenne	7	Brown	1
Box Butte	57	Dawson	3	Chase	14	Dawson	3	Cherry	68
Cheyenne	1	Dundy	1	Dundy	20	Deuel	6	Dawes	1
Custer	2	Franklin	23	Franklin	3	Keith	13	Douglas	1
Dawes	20	Frontier	11	Frontier	16	Lincoln	117	Holt	25
Deuel	1	Furnas	15	Furnas	29	Logan	1	Keya Paha	6
Grant	1	Gosper	10	Hayes	18	Perkins	12	Knox	2
Kimball	3	Harlan	44	Hitchcock	32	Richardson	1	Saunders	1
Scottsbluff	7	Hayes	1	Otoe	1			Sheridan	28
Sheridan	8	Hitchcock	1	Red Willow	88			York	1
Sioux	7	Kearney	10	Webster	5				
Thomas	1	Nuckolls	2						
		Phelps	96						
		Webster	2						
	119		220		227		160		134
								Total	860

SUMMARY OF STATISTICS FOR THE SCHOOL YEAR ENDING JULY 10, 1905.

RESOURCES.

Amount on hand at beginning of year		$1,173,057 12
From county and township treasurers	$4,124,879 89	
From sale of district bonds	229,079 03	
From tuition of non-resident pupils	59,966 64	
From local fines and licenses	815,737 50	
From all other sources	217,699 15	
		5,447,362 21
Total		$6,620,419 33

EXPENDITURES.

Paid male teachers	$ 575,821 04	
Paid female teachers	2,690,015 32	
For buildings and sites	529,074 00	
For repairs	239,417 41	
For fuel	265,076 26	
For reference books, maps, charts and apparatus	61,440 44	
For text-books and pupils' supplies	205,888 26	
For furniture	60,810 86	
For all other purposes	916,006 52	
		$5,543,550 11
Amount on hand at close of year		1,076,869 22
Total		$6,620,419 33

SCHOOL DISTRICT PROPERTY, APPORTIONMENT OF SCHOOL FUNDS, INDEBTEDNESS, BONDS.

Total value of all school district property		$11,309,208 36
School funds apportioned by county superintendent:		
Amount derived from state funds	$661,797 11	
Amount derived from fines and licenses	39,695 73	
		$701,492 84
District indebtedness:		
Bonded	$2,695,769 26	
Not bonded	478,766 66	
		$3,174,535 92
District bonds:		
Issued during the year		$240,749 00
Cancelled within the year		$239,258 13

TEACHERS.

Number of certificates issued:		
First grade	732	
Second grade	5,761	
Third grade	983	
Total		7,476
Number teachers employed:		
Men	1,310	
Women	8,370	
Total		9,680
Aggregate number of days taught:		
Men	192,884	
Women	1,264,452	
Total		1,457,336
Total wages earned:		
Men	$ 567,566 36	
Women	2,643,623 37	
Total		$3,211,189 73
Average monthly wages:		
Men	$58 85	
Women	41 81	
Total		$44 07

PUPILS.

Census (children between five and twenty-one years of age):		
Boys	191,887	
Girls	185,011	
Total		376,898
Children between seven and fifteen years of age:		
Whole number		209,672
Attended time required by law		160,559
Enrollment—Pupils between five and twenty-one years of age:		
Boys	142,059	
Girls	136,656	
		278,715
Pupils over twenty-one years of age		425
Pupils under five years of age		788
Total		279,928

Aggregate number of days attended by all pupils:		
Boys	15,523,946	
Girls	15,994,842	
Total		31,518,788
Average daily attendance:		
Boys	91,414	
Girls	93,758	
Total		185,172
Pupils transferred under sec. 4a, subd. 5.		4,642

DISTRICTS, SCHOOLHOUSES, LENGTH OF TERM.

Number of districts in state		6,656
Schoolhouses—Number and material:		
Frame	6,108	
Brick	349	
Stone	35	
Log	84	
Sod	220	
Total		6,796
Length of term—Number of districts holding		
Nine months or more	1,861	
Six to nine months	3,985	
Three to six months	530	
Less than three months or none	280	
Total		6,656
Average number of days of school in all districts		142

COUNTY SUPERINTENDENTS.

Number employed by the day	22
Number employed by the year	68
Total compensation	$91,512 00

SUMMARY OF STATISTICS FOR THE SCHOOL YEAR ENDING JULY 9, 1906.

RESOURCES.

Amount on hand at beginning of year		$1,032,271 53
From county and township treasurers	$4,210,768 48	
From sale of district bonds	223,323 81	

From tuition of non-resident pupils	68,727 70	
From local fines and licenses	801,044 75	
From all other sources	149,328 43	
		5,453,193 17
Total		$6,485,464 70

EXPENDITURES.

Paid male teachers	$ 588,730 38	
Paid female teachers	2,815,324 03	
For buildings and sites	391,722 83	
For repairs	256,850 29	
For fuel	247,983 79	
For reference books, maps, charts and apparatus	74,691 36	
For textbooks and pupils' supplies	215,466 99	
For furniture	56,194 28	
For all other purposes	805,325 11	
		$5,452,289 06
Amount on hand at close of year		1,033,175 64
Total		$6,485,464 70

SCHOOL DISTRICT PROPERTY, APPORTIONMENT OF SCHOOL FUNDS, INDEBTEDNESS, BONDS.

Total value of all school district property		$12,076,569 06
School funds apportioned by county superintendent:		
Amount derived from state funds	$677,263 10	
Amount derived from fines and licenses	42,013 84	
		$719,276 94
District indebtedness:		
Bonded	$2,886,552 56	
Not bonded	425,612 24	
Total		$3,312,164 80
Bonds:		
Issued during the year		$225,862 00
Cancelled within the year		$138,209 45

TEACHERS.

Number of certificates issued:		
First grade	1,047	
Second grade	5,583	
Third grade	802	
Total		7,432

Number teachers employed:		
Men	1,240	
Women	8,399	
Total		9,639
Aggregate number of days taught:		
Men	191,158	
Women	1,298,191	
Total		1,489,349
Total wages earned:		
Men	$ 580,897 23	
Women	2,822,749 86	
Total		$3,403,647 09
Average monthly wages:		
Men	$60 78	
Women	43 49	
Total		$45 70

PUPILS.

Census (children between five and twenty-one years of age):		
Boys	189,944	
Girls	183,885	
Total		373,829
Children between seven and fifteen years of age:		
Whole number		201,989
Attended school time required by law		161,765
Enrollment—Pupils between five and twenty-one years of age:		
Boys	142,309	
Girls	137,223	
Total		279,532
Pupils over twenty-one years of age		290
Pupils under five years of age		725
Total		280,547
Aggregate number of days attended by all pupils:		
Boys	15,308,537	
Girls	15,651,001	
Total		30,959,538

Average daily attendance:		
Boys	91,155	
Girls	93,582	
Total		184,647
Pupils transferred under sec. 4a, subd. 5		4,591

DISTRICTS, SCHOOLHOUSES, LENGTH OF TERM.

Number of districts in the state		6,671
Schoolhouses—Number and material:		
Frame	6,110	
Brick	372	
Stone	37	
Log	75	
Sod	186	
Total		6,780
Length of term—Number of districts holding		
Nine months or more	1,838	
Six to nine months	3,988	
Three to six months	578	
Less than three months or none	267	
Total		6,671
Average number of days of school in all districts		142

COUNTY SUPERINTENDENTS.

Number employed by the day	22
Number employed by the year	68
Total compensation	$91,856 00

SHOWING THE GROWTH OF THE PUBLIC SCHOOLS

YEAR	No. of counties	Number of districts	Number of schoolhouses	Number of children age 5 to 21 years	Number of children enrolled in school	Number of graded schools	Number of male teachers	Number of female teachers	Total wages paid	Average monthly wages, males	Average monthly wages, females
1869	32	377	....	30834	....	...	....	....	.....	.....	... ..
1870	32	797	298	32589	12719	20	267	269	$ 57738 00	$28 00	$33 00
1871	35	1028	558	41072	23265	20	560	520	147257 00	39 24	36 64
1872	48	1410	787	51123	28786	24	773	739	201496 00	38 50	33 40
1873	59	1863	1138	63108	37872	21	1046	1176	289852 00	39 36	33 90
1874	60	2215	1516	72991	47718	32	1252	1483	342806 00	37 98	32 12
1875	60	2405	2018	80122	55423	38	1504	1587	433743 00	38 60	33 10
1876	60	2513	2195	86191	59996	56	1468	1893	449560 00	37 14	32 84
1877	61	2496	2212	92161	56774	61	1571	2153	457047 00	35 46	31 80
1878	62	2690	2231	104017	62785	47	1609	2121	444500 00	34 65	25 75
1879	63	2776	2409	123555	76956	60	1607	2221	466701 00	33 25	29 55
1880	64	3132	2701	142348	92549	70	1670	2430	549200 00	36 12	31 92
1881	64	3271	2930	153125	100776	70	1866	2964	627717 00	34 30	29 10
1882	64	3401	3038	165559	115546	90	1862	3507	710252 00	37 99	28 50
1883	64	3521	3258	185542	126129	114	1788	3802	802213 00	38 90	29 60
1884	68	3834	3351	209387	137618	128	1845	3891	954383 00	39 50	32 90
1885	71	4266	3881	233060	163348	168	2575	6344	1535795 14	43 74	37 74
1886	71	4667	4267	252006	180059	188	2605	5884	1323297 24	42 68	34 70
1887	76	5218	4590	279550	194661	206	2529	6346	1474268 87	43 72	35 72
1888	80	5664	5187	298006	215889	231	2752	7134	1699784 61	43 18	35 54
1889	87	6069	5748	331828	232344	260	2751	7593	1940948 82	43 38	39 94
1890	89	6243	5937	332243	240300	250	2861	7694	2076790 05	43 00	37 92
1891	90	6417	5885	333115	247320	305	2409	6392	2116668 58	44 81	39 30
1892	90	6510	6234	343629	252658	316	2335	6750	2305383 07	45 20	39 20
1893	90	6630	6499	352175	261152	357	2133	7231	2446335 47	47 59	38 06
1894	90	6641	6593	362729	271198	373	2393	7080	2593372 21	46 74	39 52
1895	90	6693	6687	351846	274282	393	2548	6943	2435342 56	44 18	38 66
1896	90	6731	6720	348528	272310	386	2700	7368	2436602 43	44 53	37 58
1897	90	6741	6695	354929	267724	391	2514	6833	2340228 23	42 57	36 14
1898	90	6703	6676	366069	273919	415	2433	7175	2359807 10	42 61	36 04
1899	90	6705	6710	372764	277769	415	2038	7155	2498181 03	45 05	36 56
1900	90	6708	6733	377791	289250	448	2062	7401	2624712 90	46 26	36 90
1901	90	6675	6773	377069	286718	453	1840	7645	2719898 31	47 54	38 23
1902	90	6666	6813	375340	290543	465	1862	7767	2828048 94	49 15	38 51
1903	90	6669	6748	376868	278651	483	1490	7819	3018107 96	52 03	40 84
1904	90	6667	6767	379014	279884	484	1389	8325	3094345 79	55 24	41 40
1905	90	6656	6796	376898	279928	484	1310	8370	3211189 73	58 85	41 81
1906	90	6671	6780	373829	279532	492	1240	8399	3403647 09	60 78	43 49

OF THE STATE FROM 1869 TO 1906—*Concluded.*

YEAR	Value of school property	Receipts	Expenditures	Indebtedness	State funds apportioned	Total population of state
1869	.....	.....	.....	.....	$ 57983 00	.....
1870	$ 177082 00	$167597 00	$143535 00	$ 31657 00	138841 00	122993
1871	420936 00	371888 00	365520 00	73469 00	157489 00	.....
1872	817163 00	537680 00	534095 00	176075 00	21 699 00	.....
1873	1167103 00	901189 00	751904 00	649307 00	176450 00	.....
1874	1553926 00	988740 00	875356 00	918955 00	292471 00	.....
1875	1848239 00	928188 00	1054817 00	....	241207 00	247280
1876	1585736 00	1093275 00	1098974 00	1048058 00	188025 00	.....
1877	1862385 00	1026583 00	....	1039546 00	169281 00	.....
1878	1805466 00	849300 00	....	1036245 00	205622 00	.....
1879	1810288 00	1102488 00	1100926 00	1010607 00	208408 00	.....
1880	2064768 00	1294137 00	1249793 00	1008799 00	257623 00	452542
1881	2054048 00	1320449 00	1127669 00	969747 00	278074 00	.....
1882	2234474 00	1540952 00	1331000 00	898959 00	316929 00	.....
1883	2503109 00	1753819 00	1504417 00	972515 00	382480 00	.....
1884	2786387 00	2065126 00	1802321 00	1069726 00	468209 20	.....
1885	3251402 00	3172677 25	2877496 06	1189586 00	480629 84	740645
1886	3821317 00	2366335 54	2472633 40	1326432 00	510319 69	.....
1887	4779416 32	2695326 54	2635444 62	1529397 56	542268 53	.....
1888	5123179 81	3550468 78	3238441 89	2069598 92	521040 48	.....
1889	6127340 31	3368079 68	3570541 75	2434961 81	600044 47	.....
1890	6613464 25	3639116 94	3499300 26	2648224 89	586260 17	1058910
1891	6959607 72	3426616 08	3390517 14	2687296 91	511113 72	.....
1892	8058626 73	3787922 05	3820269 58	3105432 06	677410 10	.....
1893	8212556 16	4458293 01	4254219 09	3314177 33	661692 85	.....
1894	8570887 23	3909641 68	4165087 81	3416593 34	519258 99	.....
1895	8889841 55	4241231 24	3766216 55	3462229 58	473332 75	.....
1896	8779759 84	3787639 86	3375794 59	3486875 49	492368 42	.....
1897	8822340 40	3782158 28	3342265 94	3285019 22	594184 33	.....
1898	8943924 19	4385358 28	3712016 98	3157955 39	808061 88	.....
1899	9215219 98	4488653 60	3815592 82	3365434 58	632927 78	.....
1900	9591134 63	5073147 68	4403222 07	3373691 01	693205 58	1066300
1901	9870683 79	5070099 40	4324125 28	3288203 36	658683 97	.....
1902	10281548 36	5320227 56	4445338 45	3241782 82	734362 31	.....
1903	10455044 81	5360136 63	4518229 46	3245158 88	645355 92	.....
1904	10919921 84	6072986 67	4890197 04	3284996 56	698770 82	.....
1905	11309208 36	6620419 33	5543550 11	3174535 92	701492 84	.....
1906	12076569 06	6485464 70	5452289 06	3312164 80	719276 94	.....

APPENDIX "C"

QUESTIONS

NEBRASKA UNIFORM EXAMINATIONS

FOR

Professional State and County Certificates

October 1905 to December 1906 Inclusive

NEBRASKA UNIFORM EXAMINATIONS.

FOR PROFESSIONAL STATE CERTIFICATES.

December 15 and 16, 1905.

CHEMISTRY.

1. Work out a sum showing how much potassium iodide is produced from 1000 grains of iodine.

2. Define and illustrate (a) chemical force, (b) chemical symbol, (c) chemical formula, (d) chemical equation.

3. Explain valence, showing its relation to the atom and to the molecule. Give an example.

4. Name the halogens. Why are they so grouped?

5. Complete (a) $Cu+HNO_3=?$ (b) $CaCO_3+C_2H_4O_2=?$ (c) $NaCl+H_2SO_4+MnO_2=?$

6. How are alloys and amalgams formed? Name some important alloys. What metals are used in making them?

7. Distinguish between an acid and a base.

Name the following: H_4, SiO_4, H_3PO_3, H_3AsO_3, NH_4OH, OH, FeS.

8. Under what different circumstances may the atom of iron be considered to exist bivalent, trivalent, and sextivalent activity? Illustrate each.

9. Draw up a scheme for the analysis of a solution containing iron, barium, and potassium.

10. Give the process of manufacturing sulphuric acid, and name several of its commercial uses.

GENERAL HISTORY.

1. Discuss the Persian wars against the Greeks under the following heads: cause, comparison of antagonists, and result.

2. Had the Greeks or the Romans the greater genius for government? Discuss fully.

3. Give brief history of the life and work of Alexander the Great.

4. Trace the cause which led to the fall of the Roman empire.

5. What seems to you the best, and what the worst period of Roman history? Give reasons for answer.

6. What were the Crusades, and what can you say of their influence?

7. What was the Great charter, and why is it important?

8. Sketch the chief events in the life of Napoleon.

9 and 10. Tell in from two to four lines what you can of each of the following: Socrates, Charlemagne, Robespierre, Queen Elizabeth, Garibaldi, Mohammed, Raphael, Pericles, Pompey, Joan of Arc, Chaucer, Richelieu, Mary Queen of Scots, Peter the Great, Ferdinand, Togo, Solon, Luther, and Richard III.

ENGLISH LITERATURE.

1. Give a brief outline of "Macbeth." What is Shakespeare's motive in this drama?

2. Who wrote "L'Allegro?" What is the theme of the poem?

3. Tell something of the life of Byron. How did it affect his works?

4. What is your favorite poem? Justify your choice.

5. What was the character of American Literature in the colonial period? Name the principal authors of this period.

6. Who wrote:—"The Newcomes"—"The Prairie"—"Endymion"—"The Last Leaf"—"Conquest of Peru"—"Bracebridge Hall"—"The Recessional"—Barbara Frietchie"—"Utopia"—"Tam O'Shanter?"

7. What is meant by poetic words? Illustrate.

8. Wherein lies the strength of the following extract? It is taken from "Enoch Arden" at the place where Philip observes Enoch and Annie.

"Philip looked,
Then as their faces grew together, groaned
And slipped aside, and like a wounded life,
Crept down into the hollows of the wood."

ZOOLOGY.

1. What is a microtome? What power objectives are best for ordinary laboratory work in Zoology? About how many times do they magnify an object?

2. Tell what you can of the blood and its circulation in each of the following named animals: clam, crayfish, earthworm, snake.

3. Discuss hibernation.

4. What is meant by animal instinct? How does it differ from intelligence?

5. What do you understand by evolution as commonly believed and taught by scientists?

6. Explain fully the life history of bugs and beetles, making clear points of difference.

7. Describe the amoeba including such points as its structure, movements, size, food, habitat, etc.

8. Explain the terms: embryology, protozoa, porifera, crinoid, brachiopod, cephalopod, coleoptera.

PLANE TRIGONOMETRY.

1. The logarithm of the product of two numbers is equal to the sum of their logarithms. Prove.

2. Obtain the formula for finding the area of a triangle, given two sides b and c and the included angle A.

3. Draw a figure and show thereon the following functions: sine, co-sine, versed sign, conversed sine.

4. Prove that cos A csc tan A=1.

5. Between 0 degrees and 360 degrees how many angles are there whose sines have the absolute value 3-5? Of these, how many have positive and how many negative signs?

6. Explain the meaning of the expression vers-^{1}y

7. A lighthouse was observed from a ship to bear N 34 degrees E, and after the ship sailed due south 3 miles it bore N 23 degrees E. Find the distance from the lighthouse to the ship in each position. Solve by formula.

8. Solve for x and y the system:

$$\sin x + \sin y = a.$$
$$\cos x + \cos y = b.$$

9. How would you explain the meaning of logarithms to beginners? Give the illustrations you would use. Define interpolation. (b) Log 205 is 2.31175; what is log 20500? 20.5? .0205?

10. Log sin 17 degrees, 1 minute is 9.46635.

Log sin 17 degrees, 2 minutes is 9.46676. Find log sin 17 degrees, 1 minute, 25 seconds.

GEOLOGY.

1. Discuss the formation and movement of glaciers. If a glacier should entirely disappear by ablation, what trace of its former existence would remain?

2. What are the characteristics of glacial drift? Discuss the glacial drift deposits of Nebraska.

3. What are fossils and why are they valuable to the geologist?

4. How does lime stone originate.

5. Define aqueous, igneous and metamorphic rock.

6. (a) What are the chief agents in weathering? (b) What determines the number and size of the particles a stream can carry in suspension?

7. Discuss formation of a mountain chain.

8. Define fault, crevasse, moraine, stalactite and conglomerate.

9. How is a canyon formed?

10. Name the chief characteristics of the following rocks: graphite, sand-stone, shale, gneiss and basalt.

PHYSICAL GEOGRAPHY.

1. Compare young and old rivers.

2. Explain what occupations might result in a district at some distance from the ocean, well wooded, rough, swift rivers, temperate climate, some iron, no coal, intelligent people.

3. Explain all the ways in which mountains affect climate.

4. What are continental shelves? Where are some of them?

5. Explain the cause, appearance, benefits, disadvantages of a fall line.

6. What are mesas and buttes? How are they formed?

7. Explain the cause, kinds, and appearance of moraines.

8. What are fiords? What causes them?

9. Explain artesian wells by a diagram. Are any found in Nebraska. If so, where?

10. Explain how the Weather Bureau forecasts the weather.

RHETORIC.

1. Name and describe four different forms of prose composition.

2. What is a theme outline? What are the essentials of a good outline?

3. Illustrate climax and anti-climax.

4. How secure unity, coherence, and emphasis in the paragraph?

5. Name and discuss three or four qualities of good diction.

6. Define and illustrate metaphor, simile, metonymy, apostrophe and personification.

7. Scan the following lines and name meter:

> And eight years past, eight jousts had been and still
> Had Lancelot won the diamond of the year,
> With purpose to present them to the Queen
> When all were won; but meaning all at once
> To snare her royal fancy with a boon
> Worth half her realm, had never spoken word.

8. Punctuate: Cambridge is the home of three famous writers Holmes who is known as the Autocrat Lowell whose quaint Yankee humor sparkles in the Bigelow Papers and the gentle author of Evangeline our loved and lamented Longfellow.

9 and 10. Write a two hundred word theme on some phase of college athletics.

PSYCHOLOGY.

1. What is reflex action? From what does it result? Of what advantage is it?

2. Define percept and give the conditions of perception.

3. How may the imagination be cultivated in the right directions?

4. In what way does the child form his first concepts?

5. Of what importance to the teacher is a knowledge of the action of the feelings?

6. What are sentiments? How do they differ from the emotions?

7. How do we know we have freedom of the will?

8. How can the moral nature be trained?

9. What is the physiological explanation of habit?

10. What are dreams? What causes them?

APRIL 5 AND 6, 1906.

CHEMISTRY.

1. (a) Explain by use of diagram the structure of the flame of a candle, or a gas jet, surrounded by air. (b) Where is the hottest part? (c) The reducing part? (d) The oxidizing part?

2. Ammonia—Its formula, weight of molecule in H atoms, sources, preparation, properties.

3. Name N_2O_4, N_2O_3, N_2O_2, N_2O, Pb $(C_2H_3O_2)_2$, $H_2(C_4H_4O_6)$ $H_2C_2O_4$.

4. How much K will be required to make 2,000 gr. potassium chlorate?

5. Write on the allotropic forms of sulphur.

6. Write names and formulae for five sulphates. How test for sulphates?

7. Give equations for: $Ag+HNO_3$, $HgS+CaO$, $HI+H_2SO_4$, $KOH+N_2O_3$.

8. Name good tests for arsenic. Give formulae for two compounds of arsenic.

9. A dime is dissolved in nitric acid and a penny then immersed in the solution. Describe the changes that have occurred and write equations for them.

10. Give the source and properties of sodium potassium.

GENERAL HISTORY.

1. What contributions to modern civilization have been made by Hebrews, Greeks, and Romans, respectively?

2. Give brief account of religion, arts and general culture of ancient Egyptians.

3. Enumerate in order the chief events of Greek history.

4. (a) Contrast Athens and Sparta. (b) Discuss the development of the Athenian Constitution.

5. Discuss the Roman manner of gaining possession of territory and governing it.

6. Give brief history of Punic Wars.

7. Name four conquests of England and give brief account of each.

8. Name five decisive battles in the world's history. By whom was each fought and what hinged on the result?

9. Discuss the French Revolution in about 150 words.

10. Tell what you can in two lines, of each of the following: Mirabeau, Pericles, Bismark, Demosthenes, Mazarin, Hannibal, Constantine, Henry VIII, Marie Antoinette and Solon.

ZOOLOGY.

1. "Plants and Animals Distinguished." Discuss.

2. Give classification of animals and name a type of each class.

3. Write on the blood of animals, and in the comparison treat especially the appearance and corpuscles of the blood of the different animal types you select.

4. Describe the spider as to reproduction, food, mouth parts, eyes, spinnerets, habits.

5. Define paleontology, barnacle, cephalization, distoma, hemoglobin, sarcolemma, microtome, rhizopoda.

6-7. (a) Organisms tend to produce a great many more offspring than can survive. (b) In spite of this tendency to increase inordinately, the number of animals remains, on the whole, stationary. Discuss at some length.

8. Give directions for preparing and mounting permanently sections of animal tissue.

9-10. Discuss "Parasitism and Degeneration."

TRIGONOMETRY.

1. Find x if sin x is equal to $\frac{1}{2}$ the side of a regular inscribed decagon.

2. Prove: $\tan^2 A \cos^2 A + \cos^2 A = 1$.

3. Give formula for finding area of right triangle when a and b are given.

4. Give the limiting values of the functions, with signs, in the four quadrants.

5. Simplify: $\cos(180 \text{ degrees} + x) \cos(270 \text{ degrees} - y) - \sin(180 \text{ degrees} + x) \sin(270 \text{ degrees} - y)$.

6. Prove: $\cos 2x = \dfrac{1 - \tan^2 x}{1 + \tan^2 x}$

7. In a trapezoid, given the parallel sides a and b, the angles x and y at the ends of one of the parallel sides; find the non-parallel sides.

8. An equilateral triangle is inscribed in a circle whose radius is y. Give method of finding area of triangle.

9. Define logarithm, co-log, anti-log, mantissa, characteristic, radian, natural sin, goniometry.

LITERATURE.

1. What are some of the arguments Burke used in his "Conciliation with America?"

2. Who wrote Lycidas? What is its theme?

3. Why is Burns said to be a popular poet? Name some of his poems.

4. What are the essential differences between a tragedy and a comedy?

5. Discuss the place of Chaucer in English Literature.

6. Tell something of the life of one of the following: Dickens, Scott, Dryden, Shakespeare.

7. Isaiah prophesies the future state of Babylon, thus: "And thorns shall come up in her palaces, nettles and brambles in the forts thereof: And it shall be a habitation for dragons, and a court for owls." Explain the meaning and the strength of the passage.

8. Who wrote: "Pilgrim's Progress," "As You Like It," "The Recessional," "The Excursion," "The Task," "The Last Days of Pompeii," "Enoch Arden," "The Lady of the Lake," "The Chambered Nautilus?"

9. Name five of the best American authors, naming also some of the works of each.

10. Discuss the character of Brutus in "Julius Caesar."

GEOLOGY.

1. Discuss (1) the origin of stratified, and (2) the origin of igneous rock.

2. By what means may a given geological formation be identified?

3. Name the geological periods in order.

4. What can you say of the mineral resources of Nebraska?

5. Describe the glacial deposits of Nebraska.

6. Define: Loess, detritus, moraine, fossil and geode.

7. Give distinctive characteristics of gneiss, calcite, feldspar, asbestos and gypsum.

8. Discuss the origin of volcanoes.

9-10. Discuss the antiquity of man as revealed by the study of geology.

PHYSICAL GEOGRAPHY.

1. By what processes is the face of the land changed? Explain.

2. Explain the formation of a delta.

3. How may caves be caused? Explain.

4. Tell what you can of the Grand Canon of the Colorado.

5. Discuss the climate of Nebraska.

6. Give condition, surface, and material of the sea floor.

7. Discuss the principal ocean currents, and their effects.

8. What causes the amount of heat received by the earth from the sun to vary periodically, and what are the results?

9. Name the principal river systems of North and South America.

10. What are the products of Maine? Explain the causes leading to these products.

PSYCHOLOGY.

1. Distinguish between physiological and empirical psychology.

2. What is the function of the cerebellum? The medulla oblongata?

3. What affects the intensity of attention? How may attention be affected from without? How awakened?

4. What are illusions? Give examples.

5. How is representation connected with reading?

6. Give some suggestions for improving the memory.

7. Define and discuss judgment and judgments.

8. Distinguish between inductive and deductive reasoning.

9. Define temperament. Discuss the old division into four temperaments.

10. Discuss habit.

RHETORIC.

1. Distinguish between narration and description.

2. How may unity, coherence, and emphasis be secured in the theme?

3. Distinguish between loose, periodic, and balanced sentences, and give an example of each.

4. What are the essential features of a good story?

5. Define the following terms: Euphony, synonym, homonym, idiom and colloquialism.

6. What is the difference between poetry and prose?

7. Write a letter to a superintendent of schools applying for a position. State education and experience, and give references.

8. Name and illustrate five figures of speech.

9-10. Write a review of some book you have read.

JUNE 15 AND 16, 1906.

CHEMISTRY.

1. How much lead nitrate is required to make ten pounds of lead sulphate?

2. Discuss the allotropic forms of carbon.

3. Complete equations for:

Copper plus nitric acid;
Sodium chloride plus sulphuric acid;
Iron sulphate plus hydrogen sulphate;
Arsenious oxide plus hydrochloric acid.

4. Explain the endings ic, ous, ate, ite.

5. Sulphuric acid: Discuss its properties, occurrence, preparation for commercial purposes, uses.

6. Five liters of Co_2 weigh 9. 9 g. Find the vapor density of CO_2. Verify results from the molecular weight.

7. Name $K_2 Cr_2 O_7$, $HNa_2 PO_4$, $PbSiO_3$, CO, $(NH_4)_2 CO_3$, $Pb(C_2 H_3 O_2)_2$, $NaH(C_4 H_4 O_6)$, $K_2 C_2 O_4$.

8. What colors do Na, Sr, Ca, Ba, Cu, K, Pb, As, Sb impart to a flame? How test for iron in a solution?

GENERAL HISTORY.

1. Name the civilized countries which existed prior to 776 B. C. What was the chief work or leading characteristic of each?

2. Name three great "world empires" in the order of their succession. What did each include?

3. What characterized Greek political history? Illustrate from the Peloponnesian war.

4. Of what value was Roman dominion to the countries governed? Of what advantage was the empire to the spread of Christianity?

5. Name five Greek and five corresponding Roman gods.

6. Give date, purpose, leaders and results of the Crusades.

7. Where and by whom was Mohammedanism founded? Through what countries did it spread? Compare its doctrines and practices with those of Christianity.

8. Give a brief history of the Wars of the Roses.

9-10. Tell what you can in about two lines of each of the following: Socrates, the Gracchi, Catiline, Rousseau, Homer, Hannibal, Miltiades, Charlemagne, Raphael, Joan of Arc, Peter the Great, Pompey, Pericles, Romulus, William the Conqueror, Marie Antoinette, Marat, Demosthenes, Xerxes, and Philip.

ZOOLOGY.

1-2. Give a comparative description of the digestive system of the amoeba, jellyfish, insect, bird, sheep.

3. Describe the crayfish as to its circulatory system, nervous system, and special senses.

4. Explain the terms: Spontaneous generation, parasitism, echinodermata, sarcolemma, metamorphosis.

5. Give the life history of the house-fly.

6. Give directions for staining tissue for microscopic mounts. What are the stains used commonly?

7. Describe the ordinary compound microscope. What power objectives are best for ordinary laboratory work? What directions for the use and care of a microscope would you give to a beginner?

8-9. Discuss the "survival of the fittest" as it is applied to animal life.

10. Instinct and reason. Discuss.

TRIGONOMETRY.

1. In a right triangle, given the hypotenuse c, and also sin A=m, cosA=n; find the legs.

2. Compute the value of this expression:

(a^2-b^2) cos 360 degrees—4ab sin 270 degrees.

3. Find cos 3x in terms of cos x.

4. Prove:

$$\tan \tfrac{1}{2}x=\frac{\sin x}{1+\cos x}$$

5. Given one side of a triangle equal to 27, the adjacent angles equal each to 30 degrees. Find the radius of the circumscribed circle. Solve by formula.

6. Wishing to know the breadth of a river from A to B, I take AC, 100 yds. in the prolongation of BA, and then take CD, 200 yds. at right angles to AC. The angle BDA is 37 degrees, 18 minutes, 30 seconds. Find AB. Solve by formula.

7. Log sin 35 degrees, 20 minutes is 9.76218.
Log sin 35 degrees, 21 minutes is 9.76236.
Find log sin 35 degrees, 20 minutes, 48 seconds.

8. What functions of an angle of a triangle determine the angle and what functions fail to do so?

9. Prove $\cos 2x = \cos^2 x - \sin^2 x$.

10. Obtain a formula for the area of a parallelogram in terms of two adjacent sides and the included angle.

LITERATURE.

1. State briefly the plot of "Julius Caesar."

2. Who were the principal characters in "Ivanhoe?"

3. What is the poet's message in "Sir Launfal?"

4. What are effects? Why do authors use them? Give examples of two kinds of effects.

5. Name your favorite poet. Give a quotation from his writings. Why is he your favorite?

6. What period in English Literature is known as the "Elizabethan period?" Who were the prominent writers of this period? Give the title of the masterpiece of each.

7. In what department of literature did Macaulay excel? Herbert Spencer? Milton? Webster? Longfellow?

8. Who wrote "The Faerie Queen?" "King Lear?" "Pilgrim's Progress?" "Essay on Man?" "She Stoops to Conquer?" "The Ancient Mariner?" "Pickwick Papers?" "Thanatopsis?" "Pendennis?" "The Raven?"

9-10. Write a review of some book that you have read recently.

GEOLOGY.

1. Explain clearly the process by which sedimentary rocks are formed.

2. Distinguish between igneous and metamorphic rocks.

3. What are the chief agents in the work of erosion?

4. What are fossils? Of what value are they to the geologist?

5. Explain the cause of springs and illustrate by a drawing.

6. Give the distinctive characteristics of gneiss, feldspar, asbestos, gypsum and calcite.

7. Define the following terms: Fault, stalactite, stalagmite.

8. Discuss the formation and movement of glaciers.

9. What are some of the theories of the causes of earthquakes?

10. Is Nebraska an interesting field for the geologist? Discuss.

PHYSICAL GEOGRAPHY.

1. Give an explanation of earthquakes.

2. How does the shape of a river valley change with age?

3. Describe the character of the river and bordering country near the mouth of the Mississippi.

4. What are the main river systems of Africa? Why are they so few?

5. What changes occur in sea coasts? How does the appearance of a coast indicate its history?

6. What parts of the United States are affected by the ice of the glacial period? What evidences still remain of that period?

7. What causes the dry climate of Utah? What is the climate of southern Alaska? What causes it to be so?

8. Tell what you can of the storms of the United States.

9. Explain the phenomenon of rain. What is the average rainfall of the locality in which you live? How is rainfall measured?

10. Define moraine, flood plain, talus, drumlin, and butte.

RHETORIC.

1. What is rhetoric? Is it an art or a science?

2. Name four forms of prose composition and distinguish between them.

3. Define and illustrate the loose, the periodic and the balanced sentence.

4. Distinguish between an idiom and a colloquialism. Illustrate each.

5. Define and illustrate climax and anti-climax.

6. Name three or four essentials of a good sentence. How may each be secured?

7. Give rules for the correct use of shall and will.

8. Write a letter to a publishing company ordering a book.

9-10. Write a review of some good book you have read.

PSYCHOLOGY.

1. Explain how psychology may be studied experimentally.

2. What do you know about the spinal nerves?

3. How do sensations differ from knowledge? What connection is there between the two?

4. Explain what is meant by the "threshold of consciousness."

5. How is our imagination of another world affected by the things of this world?

6. How are artificial appetites produced? How do they differ from natural appetites?

7. What reflex influence has conduct on the mind? Explain.

8. Is there any such thing as freedom of the will? Give reasons for your belief.

9. What do you believe to be the source of the idea of right and wrong?

10. What is the difference between instinct and reason?

JULY 23 AND 24, 1906.

CHEMISTRY.

1-2. Hydrogen: Occurrence, preparation, properties both physical and chemical, oxy-hydrogen flame, occlusion tests, uses.

3. At 70c per ounce what is the value of the silver in one-fourth pound of silver nitrate?

4-5. Dissolve a piece of silver in nitric acid. Write equation. What are the fumes? Put a penny into the liquid in which the silver has been dissolved. Write equation. Describe results.

6. What is a radical? What is electrolysis?

7. Write names for the following:

Na_3PO_3, $Fe(OH)_2$, H_3PO_4, H_3AsO_3, $HBrO_4$, $KBrO$, $KBrO_3$, $KBrO_4$, $Ca_3(PO_2)_2$, $CA_3(PO_4)_2$.

8. Explain efflorescence and deliquescence and give an illustration of each.

9. Explain the manufacture of quicklime, giving all equations.

10. How is acetylene obtained? Give equation.

How is wood alcohol obtained? Give its symbol.

How is ethyl alcohol obtained? Give its symbol.

GENERAL HISTORY.

1. What right have the Egyptians to be called civilized?

2. Sketch briefly the chief events in the life of Alexander the Great.

3. What was the cause and what the result of the Persian wars?

4. Contrast the Roman citizen of early Republican times with the Roman citizen of the Post-Punic period.

5. What seems to you the best period of Roman history? What the worst? Discuss.

6. What was the character of Roman rule in the provinces?

7. Describe the Teutonic barbarism of 476 B. C. as to personal characteristics, government, and mode of living.

8. When, by whom, and under what circumstances was the Great Charter granted? What are its chief provisions?

9-10. Who or what is each of the following: Parthenon, Acropolis, Bastile, Renaissance, Koran, Charlemagne, Richelieu, Plutarch, Marathon, Raphael, Aristotle, Sulla, Solon, Robespierre, Lycurgus, Hannibal, Homer, Socrates, Cicero, and Livy?

TRIGONOMETRY.

1. Give characteristics of 65430, 6543, 654.3, 65.43, 6.543, .6543, .06543, .006543.

2. Explain the terms mantissa, logarithm, versed sine, co-logarithm, interpolation, goniometry, natural sine.

3. As an acute angle increases, its sine, tangent, and secant also increase, while its cosine, cotangent, and cosecant decrease. Explain by diagram.

4. Find the angles of a right triangle if the hypotenuse is equal to three times one of the legs.

5. Find area of regular pentagon if its diagonals are each equal to 12.

6. Find value of "a sin 0 degrees + b cos 90 degrees — c tan 180 deg."

7. Express in terms of the functions of angles less than 45 degrees: sin 204 degrees, cot 139 degrees 17 min., cot — 52 degrees 37 min.

8. Prove the formula:

$$\sin 2x = \frac{2 \tan x}{1 + \tan^2 x}$$

9. In a triangle one angle equals 139 degrees 54 min., and the sides forming the angle have the ratio 5:9. Find the other two angles.

10. In a unit circle what is the length of the chord corresponding to the angle of 45 degrees at the center?

(Note: Solve by formula all problems requiring the use of logs.)

ZOOLOGY.

1. The adaptations among animals for self defense. Discuss.

2. Instinct and intelligence. Discuss.

3. What do you understand by (a) genus, (b) species, (c) family, (d) order, (e) kingdom.

4. Describe the external features and internal anatomy of the honey bee or the earthworm. Use drawings.

5. Hibernation of insects and animals of higher classes. Discuss.

6. What, in brief, is the modern theory of evolution? Name two or three men whose names are associated with the theory of evolution.

7. Tell briefly how to make both temporary and permanent microscopic mounts of muscle, bone, and blood tissues.

8. Describe the special sense organs in each of the following: amoeba, house-fly, fish, robin, frog.

ENGLISH LITERATURE.

1. Define "type," and illustrate the use of types.

2. What information concerning the character of the Scotch people is given to the reader in the lines, "And they stood longest in the kirkyard when the north wind blew across a hundred miles of snow." What is the cause of the strength of the sentence?

3. Describe the character of Lady Macbeth.

4. What is the story of the Vicar of Wakefield?

5. Who wrote "The Faerie Queen," "The Excursion," "Annabel Lee," "The Spy," "Maud Muller?"

6. Name the most important work of Milton, Hawthorne, Chaucer, Dickens, Irving.

7. What is the place Longfellow holds in American literature?

8. Who were the important poets of the Revolutionary period in American history? What did each write?

9-10. Write a review of one of the following: Ancient Mariner, Silas Marner, Ivanhoe, Merchant of Venice, The Princess, Evangeline.

GEOLOGY.

1. Name the geological ages. What organisms characterize each?

2. Discuss the origin of coal.

3. Describe the formation of a coral island. What conditions favor coral growth?

4. Into what three general classes may rocks be divided? Describe each class briefly but clearly.

5. Define the terms breccia, geode, and conglomerate.

6. What is the cause of the columnar structure sometimes exhibited by eruptive rocks?

7. What is a geyser? How may geyser eruption be accounted for?

8. What agencies are now at work modifying the structure of the earth?

9. Name the distinctive characteristics of limestone, sandstone, clay and granite.

10. What mineral deposits occur in Nebraska?

PHYSICAL GEOGRAPHY.

1. Explain the ways in which a river works on land through which it passes.

2. Explain the formation of a delta.

3. Describe the appearance of an old mountain chain; of a new mountain chain.

4. What is a dune? Explain the movement of dunes. Are there any in Nebraska? Where?

5. Describe the effect of a glacier on a country.

6. Name and describe very briefly the physical districts of the United States.

7. In what ways do mountains affect climate? Illustrate by instances.

8. Describe briefly some recent volcanic eruption and the volcano.

9. Describe and explain the trade winds.

10. In your opinion, what ocean current affects man the most? Give your reasons.

RHETORIC.

1. How may unity, emphasis, and coherence be secured in the paragraph?

2. What is a topic sentence? Illustrate.

3. What is a theme? What steps are necessary in the preparation of a theme?

4. Use the following words correctly in sentences: avow, confess, admit, and acknowledge.

5. Explain the terms: euphemism, synonym, homonym, solecism, and caricature.

6. Name five figures of speech and illustrate each.

7. What are the essentials of a good novel?

8. What cautions should be observed in the choice of words?

9-10. Write a theme of 300 or 400 words on some topic suggested by the recent San Francisco disaster.

PSYCHOLOGY.

1. What are the functions of the cerebellum?

2. What is attention? Upon what does the degree of attention depend?

3. What is the difference between perception and conception? A percept and a concept?

4. What is an illusion? Illustrate.

5. What is imagination? Of what use is it in learning?

6. Of what value are rhymes and other devices to assist the memory?

7. What are intuitive truths? What things are characteristic of them?

8. What is the connection between the feelings and morals?

9. What are the sentiments? How may they be classified?

10. What do you think the conscience is? What is its nature?

AUGUST 17 AND 18, 1906.

CHEMISTRY.

1. Define valence, double valence, radical, equation, isomerism.

2. Explain these terms: precipitate, metal, base, acid, salt.

3. State Avogadro's "Law of Gases." (b) How many elements are now known? Name a newly discovered one.

4-5. The halogens (a) Name them; (b) Occurrence; (c) Preparation; (d) Properties; (e) Uses.

6. What is an alloy? An amalgam?

7. Aluminum: (a) Occurrence; (b) Reduction; (c) Properties; (d) Two compounds.

8. Describe briefly, the marsh gas, olefiant, and acetylene series of hydrocarbons.

9. Write symbols for the following: chloric acid, sodium chlorite, sodium perchlorate, potassium dichromate, lead acetate.

10. Write equations for: $FeS+HCl=?$ and $Cu+H_2SO_4=?$

GENERAL HISTORY.

1. Give a brief sketch of the Peloponnesian War.

2. What are the Iliad, the Odyssey and the Aeneid?

3. Enumerate and discuss briefly the causes which led to the fall of Rome.

4. Of what value was Roman dominion to the countries governed?

5. Discuss briefly the influence of the Church during the Middle Ages.

6. What general movements characterize the period known as the Dark Ages?

7. Make a brief comparison of the governments of the United States and England.

8. Trace the chief events in the life of Napoleon Bonaparte.

9. Locate the following places: Memphis, Tyre, Carthage, Babylon, Nineveh, Troy, Jerusalem, Corinth, Mecca and Sidon.

10. What events are suggested by the following dates: 1215, 1066, 1785, 1789, 1492, 476, 1688, 1815, 1898 and 1783?

ENGLISH LITERATURE.

1. What was Chaucer's influence upon English Literature? What and when did he write?

2. Tell briefly the story of the life of Francis Bacon.

3. Who wrote "Alexander's Feast," "The Faerie Queen," "Much Ado About Nothing," "In Memoriam," "The Excursion?"

4. Write not to exceed a page about Edgar Allen Poe.

5. Name one of the principal works of Joseph Rodman Drake, Bryant, Bancroft, Lowell, Celia Thaxter.

6. What is a type? Give two examples of the use of types.

7. What is the lesson of "The Ancient Mariner?"

8. What is the character of the father in the "Vicar of Wakefield?"

9-10. Write a review not over two pages in length of "Julius Caesar."

ZOOLOGY.

1. Describe the external features and the internal anatomy of the tapeworm. Give its life history.

2-3. Name and describe as to their characteristic features, a type animal of each of the following branches: protozoa, porifera, coelenterata, echinodermata, annulata.

4-5. Describe epithelial, connective, cartilaginous, osseous, dental, adipose, and nervous tissues.

6. Write on the comparative size, shape, color, structure, of the blood corpuscles of these animals: man, camel, deer, pigeon, snake, frog, proteus.

7. Write a few lines about each of the following named men: Sir John Lubbock, Louis Agassiz, David Starr Jordan.

8. What is meant by "life cycle?" Mention the important changes in the life cycle of the fly and frog. As a rule, which have the longer lives, small or large animals?

9. Crickets in Mammoth Cave have only rudimentary eyes, and the primitive bird louse had wings. Explain.

10. Give directions for the preparation of permanent microscopic mounts of blood. (b) Explain the terms: microtome, micrometer, distome, diaphragm in a microscope, "tease" in laboratory language.

TRIGONOMETRY.

1. Show by construction that 2 Sin A is greater than Sin 2 A.

2. If sin A = ⅔, what values have the other functions?

3. How would you explain to a class the meaning and use of logarithms?

4. Give the algebraic signs of the functions in each quadrant.

5. Given tan x = the square root of 3; find sin x when x is an angle in quadrant III.

6. Compute the value of:

(a^2-b^2) cos 360 degrees$-4ab$ sin 270 degrees.

7. Prove that

$$\frac{a}{b} = \frac{\sin A}{\sin B}$$

8. A pole is fixed on the top of a mound, and the angles of elevation of the top and the bottom of the pole are 60 degrees and 30 degrees. Prove that the length of the pole is twice the height of the mound. Solve by formula.

9. If the side of an equilateral triangle is "a" prove its area to be

$$\frac{a^2\sqrt{3}}{4}$$

10. If six A = sin 2 A, find A.

PHYSICAL GEOGRAPHY.

1. What is the origin of the earth's shape? What is its shape and size?

2. What are doldrums? What causes them? Where are they found?

3. Tell what you know of the ice found in the ocean.

4. Name all the agencies you know of that affect the surface of the land.

5. Describe with drawings the action of a river in making and widening a canon.

6. Describe, explain and illustrate the influence of mountains on climate, other than because of altitude.

7. Name and describe some famous volcano.

8. How does soil form in a rocky country? What is a talus?

9. What are bad lands? What causes them? Where is such a district?

10. What was the glacial period? Did it affect Nebraska? What traces were left?

GEOLOGY.

1. Define the terms conformable and unconformable as applied to a series of strata.

2. Explain clearly the process by which sedimentary rocks are formed.

3. Name the geological eras in their order. What organisms? Characterize each.

4. Explain the process of petrifaction.

5. How is a geologist enabled to determine the period to which a given rock belongs?

6. What are the chief features of the Carboniferous Age?

7. Give a concise general description of a glacier and discuss briefly the laws of glacial motion.

8. Define the terms dike, fault, moraine, delta and fissure.

9. What are Metamorphic rocks?

10. Describe the Bad Lands of Nebraska.

PSYCHOLOGY.

1. What is meant by New Psychology?

2. How many nervous systems are there in man? What are the principal organs in each?

3. Define attention. What is its importance?

4. What is meant by the term "summit of consciousness."

5. What is the aesthetic imagination? the scientific imagination?

6. How early in life does thinking begin? Illustrate.

7. What is a fallacy? Illustrate.

8. Does instinct appear in man? Illustrate.

9. How does Putnam classify the sentiments? What is the characteristic of each class?

10. Analyze an act of willing into its four elements.

RHETORIC.

1. Point out and name one figure of speech in each of the following sentences:

(a) He doth bestride the narrow world like a Colossus.

(b) Sleep, gentle sleep, Nature's soft nurse, how have I frighted thee?

(c) The crescent in Europe is waning before the cross.

(d) Grace is said before meat.

(e) His hands dangled a mile out of his sleeves.

(f) Thy word is a lamp unto my feet.

(g) And twice the Saxon blade drank blood.

(h) The hooded clouds, like friars, tell their beads in drops of rain.

(i) Her hair drooped round her pallid cheeks like seaweed on a clam.

(j) Freedom shrieked when Kosciusko fell.

2. Distinguish between description and narration.

3. Illustrate climax and anti-climax.

4. Define allegory, fable and parable.

5. Write a topic sentence and develop it into a paragraph.

6. Distinguish between the loose and the periodic sentence and give an example of each.

7. How may emphasis be secured in the paragraph?

8. What are the essentials of a good outline?

9-10. Write a review of some good book.

DECEMBER 21 AND 22, 1906.

CHEMISTRY.

1. Explain by use of diagram the structure of the blowpipe flame. Which part of the flame is hottest? Which part is used for reductions? Which part is used for oxidation?

2. The volume of a gas varies inversely with the pressure upon it. Discuss.

3. What is the source of ammonia, carbon dioxide, oxygen, in the air?

4. Write symbols for: ammonium nitrate, nitrogen tetroxide, potassium nitrite, hydrogen sulphate, hydrogen acetate.

5. Describe the manufacture of quick-lime. Give reactions. What product results when quick-lime is left exposed to moist air? Equation.

6. Explain the process of silver plating by means of electricity.

7. Give commercial uses of nitric acid, sulphuric acid, ammonium.

8. Explain the chemistry of the burning match. Give equations.

9. How test a solution for iron? Give an arsenic test.

10. What colors will Na, Sr, Ca, Ba, K, Pb, As, Sb, impart to a flame?

GENERAL HISTORY.

1. What contributions have been made to our civilization by the Phoenicians? Of what value were they to the world of their own times?

2. What are the Ilaid and the Odssey? Of what value are they to the historian?

3. Name six or eight Greek gods and goddesses. What did each control?

4. Give brief history of the Punic wars.

5. What do you consider the best and what the worst period of Roman history?

6. Do you justify the term "Dark Ages" as applied to mediaeval history?

7. Discuss the life and character of Oliver Cromwell.

8. What was the war of the Roses?

9. What do the following dates suggest to you: 1066, 1215, 1815, 1492, and 476?

10. Why are the following battles important: Hastings, Marathon, Tours, Waterloo, and the fight between the English and the Spanish Armada?

LITERATURE.

1. Give the name and works of some author that belongs to the time of Chaucer.

2. What period in English Literature followed the overthrow of the Commonwealth? Who were the principal writers of this period?

3. Name one of the principal works of Burns, Thomas Gray, Samuel Johnson, Addison, Thackeray.

4. Write not to exceed a page about Henry Wadsworth Longfellow.

5. Who wrote the "Barefoot Boy", "The Rise of the Dutch Republic", "Thanatopis", "The Conquest of Peru", "Representative Men?"

6. What are effects? Why do authors use them? How may they be classified?

7. Who is the leper in "Sir Launfal?" What does he teach Sir Launfal?

8. What is the character of the Templar in "Ivanhoe?" Of the Jewess?

9-10. Write a review, not over two pages in length, of Macauley's Life of Johnson.

ZOOLOGY.

1. Give a clear description of the primitive animal cell, including its composition and structure, method of division, and the processes it performs.

2. The sponge—Structure, life, food, organs, reproduction.

3. Discuss the life cycle of the mosquito.

4-5. Some forms of adaptations are (a) food securing, (b) self protection, (c) defense of young. Discuss.

6. Discuss "likeness" and "variation" in offspring.

7. Name five books on Zoology which are commonly accepted by scientists as authority on the subject.

8. Discuss briefly the relation of bacteria to disease.

TRIGONOMETRY.

1. Explain these terms: radian, trigonometric function, logarithm, goniometry, co-ordinates of a point in a plane.

2. Write the versed sine of A. Write the coversed sine of A.

3. Construct right triangle, given c = 6, tan A = 3-2.

4. Given two angles A and B, A and B being less than 90 degrees: show that sin (A+B) is less than sin A+sin B.

5. Prove: Sin A × csc A + cot² A = csc² A.

6. Given sin A = ⅔. Find the other functions.

7. In a right triangle given c, and A = nB: find a and b.

8. How many angles less than 360 degrees have the value of the sine equal to + five sevenths and in what quadrants do they lie?

9. Prove: Sin (x+y) = sin x cos y + cos x sin y.

10. The sides of a triangle are 14, 16, 18 respectively. Find length of the perpendicular from the vertex of the largest angle upon opposite side. Solve by formula.

PHYSICAL GEOGRAPHY.

1. How is the weight of the atmosphere measured? Explain the principle of the instrument.

2. What are monsoons? Where found? What causes them?

3. What do we know of the bottom of the ocean?

4. What part of the world has the most distinctive fauna? Account for the fact and name some of the peculiar species.

5. What are glaciers? Describe their cause, movement and work.

6. Discuss the distribution of volcanoes, giving the probable reasons.

7. What are geysers? What causes them? Where are they found?

8. How are deltas formed? Describe the delta of the Mississippi.

9. Describe the probable cause of the California earthquake.

GEOLOGY.

1. By what agencies is the structure of the earth being modified at the present time?

2. What determines the erosive power of a river?

3. Discuss the laws of glacier motion.

4. How are springs formed? Illustrate by a drawing.

5. How may volcanic eruptions be explained?

6. Into what three classes may stratified rocks be divided? What are the general characteristics of each class?

7. What are fossils? Discuss their value to the geologist.
8. Explain the process of petrifaction.
9. What evidences of the former existence of glaciers are found in Nebraska?
10. Name the geologic ages into which the history of the earth may be divided.

PSYCHOLOGY.

1. What do you understand by the term consciousness?
2. Describe the divisions of the cerebrum.
3. Discuss the kinds of attention.
4. Does sensation increase in direct proportion to stimulus? If not, what is the relation between the two?
5. What are the representative powers? What is their function?
6. What is thinking? What steps are involved in thinking?
7. Discuss intuitive truths.
8. What do you understand by temperament?
9. What are sentiments? What is their relation to reason?
10. What is the strongest evidence we have of the freedom of the will?

RHETORIC.

1. How may emphasis be secured in the paragraph?
2. What is a topic sentence? Illustrate.
3. Distinguish between description, narration and exposition.
4. What is the difference between tragedy and comedy?
5. Define rhyme and rhythm.
6. How does a metaphor differ from a simile.
7. What is a syllogism? Give examples.
8. Distinguish between epic, lyric and dramatic poetry.
9 & 10. Write a review of some book you have read.

NEBRASKA UNIFORM EXAMINATIONS FOR COUNTY CERTIFICATES.

OCTOBER 20 AND 21, 1905.

MENTAL ARITHMETIC.

(Give complete written analysis of the following problems.)

1. Five times 2-17 of a number is 14 less than the number. What is the number?
2. A is 25 years old and B is 4 years old. In how many years will A be 4 times as old as B?
3. The sum of eight numbers is 95 and the sum of seven of them 87. What is the eighth number?
4. A can do a certain piece of work in 6 days, and B in 12 days. In what time can A and B together do the work?

5. A boy had 75 cents. He bought 3 dozen oranges, and had 3 cents left. What did he pay for the oranges apiece?

Rapid Computation

Write only the answers to the following problems, numbering the answers to correspond with the numbers of the problems. Time allowed 15 minutes. (50 credits.)

1. $(5\times3+4\times7—1)\div(7+6—10.)$

2. How many times is $6\times8\times4\times3$ contained in 48×36?

3. A and B agree to do piece of work for $15. A can do the work in 8 days, and B can do it alone in 12 days. What should each receive?

4. If a merchant sells ¾ of an article for what ⅞ of it cost him what is his gain, in per cent?

5. If Henry lose 2-7 of his money and spend 2-5 of the remainder, what part of the original is left?

PENMANSHIP.

1. Give some devices for securing interest in writing.

2. At what time of day would you give the writing lesson?

3. Which of the systems of penmanship do you teach? Give reasons.

4. As a specimen of your penmanship, write a stanza of poetry of not less than four lines. (20 credits.)

5. Fifty credits for applicant's penmanship as shown by all examination papers submitted.

CIVIL GOVERNMENT.

1. What is government? Why is it necessary?

2. What is meant by arbitration? What is meant by appeal?

3. Distinguish between direct and indirect taxation. Give examples of each.

4. How may new states be admitted into the Union?

5. To whom are pensions paid? Why are they paid?

6. What is a writ of habeas corpus? When may it be suspended, and by whom?

7. Give the qualifications for president.

8. What is a revenue bill, and where does it originate?

9. Give the duties of the county judge, county superintendent, and the county attorney.

10. Give the important provisions of the law relative to compulsory attendance of pupils at the public schools of Nebraska.

ORTHOGRAPHY.

(50 credits for spelling as shown by papers in other subjects.)

1. Divide into syllables, indicate the accent and mark diacritically the following words: creditable, mountain, nuisance, docile, separate. (10 credits.)

2. Copy each of the following sentences, using the correct word selected from the words in the parentheses.

(a) A (vale, vail, veil) of mist enveloped the mountain.

(b) Nearly (all, awl) the men able to (bare, bear) arms had (bin, been) (draft, draught)ed into service.

(c) The women were weeping and (wringing, ringing) (their, there) hands.

(d) Members of the cat tribe (clime, climb) by means of their (clause, claws).

(e) A (horde, hoard) of savages rushed through the (breech, breach) into the (forte, fort).

(f) (Feint, faint) (heart, hart) ne'er (one, won) (fair, fare) lady.

(g) His (style, stile) in (right, rite, wright, write)ing was (chased, chaste).

(h) The (medal, meddle) bore an (ingenuous, ingenious) (device, devise).

(i) Solomon (accepted, excepted) rich (presence, presents) from the Queen of Sheba.

(j) The cause invariably (precedes, proceeds) the (affect, effect). (15 credits).

3. In the following list some words are spelled correctly, and some incorrectly. Rewrite, spelling all words correctly. (25 credits)

affiliate	rarify
murmer	paralel
tenant	recommend
manyfold	indefensable
occulist	icycle
abhored	onion
supersede	accelerated
gorgeous	committy
catastrophy	cavalier
civillian	chrystalize
theif	alledged
amature	poultice
bycicle	

BOOKKEEPING.

1. Define personal account, property account.

2. What is commercial paper?

3. Write a negotiable note.

4. Name four ledger accounts that will show losses and gains, and four that will show resources and liabilities.

5. What is meant by protest.

6-10. Journalize and post the following: Close ledger to show loss or gain and present worth. Accounts not affecting these items need not be closed.

Began business with, cash $800, mdse. $1,200. I owe Henry Smith a note for $150. Albert Packard owes me $275 on account.

Bought of James Field an invoice of mdse. amounting to $485. Gave in payment sight draft on Albert Packard for amount of his account, and paid balance in cash.

Sold Harvey Anderson an invoice of mdse. amounting to $675. Received $275 cash, note at 30 days for $250, balance to go on account.

Sold mdse. for cash $350.

Paid clerk hire in cash $40, rent $25.

Paid note to Henry Smith $150.

Mdse. unsold invoices $905.

AGRICULTURE.

1. What is soil? Describe the ideal soil.
2. What are the conditions necessary for plant growth?
3. Give the purpose of tillage.
4. Give directions for planting, care of, cutting and storing alfalfa.
5. Give directions for transplanting the elm; also the tomato.
6. Why should apple trees be sprayed in this locality?
7. For what are these especially desirable: Clydesdale horses, Plymouth Rock chickens, Short Horn cattle?
8. A "low" remains over western South Dakota for two or three days. What is the wind direction in Nebraska, and the probable weather conditions.
9. Give reasons for protecting the birds other than song birds.
10. What purpose could a school garden be made to serve? Answer in as few words as possible.

PHYSIOLOGY AND HYGIENE.

1. Describe the composition and structure of a bone.
2. Distinguish between voluntary and involuntary muscular action and give an example of each.
3. What is a food? Name two kinds and tell the work of each in building up the body.
4. What is the gastric juice, how secreted, and what is its action?
5. Describe in a general way the difference between the veins and the arteries.
6. What are the spinal nerves? Explain motory and sensory nerves.
7. Give five rules for the care of the eyes.
8. Name three important uses of the skin.
9. Describe how one takes cold and give methods of prevention or relief.
10. Does alcohol create energy or build tissue? Discuss fully.

DRAWING.

1. Draw a cube directly in front of and below the level of the eye. Represent the invisible edges by light dotted lines.

2. Name and illustrate three different kinds of triangles, as to relative length of sides.

3. Illustrate an oval and an object based upon that form.

4. Illustrate a circle, showing diameter and tangent.

5. Make a border, having for the unit of design a simple geometric figure. Use two positions of the figure alternately.

ENGLISH COMPOSITION.

1. Supply the proper punctuation marks in the following sentence: Science declares that no particle of matter can be destroyed that each atom has its place in the universe and that in seeking that place each obeys a certain fixed law.

2. In about two hundred words, compare a day's work on a farm in summer with that in winter.

3. Write each of the following words in a sentence: plaintiff, eligible, tenant, parallel, utensils.

4. Write a formal acceptance to an invitation to an evening reception.

5. Write a letter to the U. S. Department of Agriculture, Washington, D. C., requesting that your name be placed on the mailing list for the bulletins on horticulture, cattle, or soil culture.

Fifty credits for language used in answer papers on other subjects.

THEORY AND ART.

1. Name two school studies in which current topics may be taught with especial profit.

2. Discuss the value of instruction, drill, and test in school work.

3. Show how habits, bodily and mental, may affect school work and character.

4. Name four natural and four artificial incentives to study.

5. What is the value in having pupils make collections of wood, minerals and plants?

6. Name three characteristics of a successful teacher.

7. Define imagination, attention and memory. Give methods for cultivating each of these faculties.

8. What are the principal objects of the recitation?

9. Give your methods of teaching the fundamental processes of arithmetic.

10. Write out a daily program for a rural school of twenty or more pupils, with at least six of the eight grades represented.

ALGEBRA.

1. Write and define the signs of aggregation, also of operation.
2. Define term, member, rational, surd, and multiple.
3. Factor $ab - ay + y^2 - by$
4. Perform the operations indicated:

$$\frac{x^2 + x(a+b) + ab}{x^2 + x(b+c) + bc} \times \frac{(x+a)(x+5)}{(x+c)(x+3)} \div \frac{x^2 + 7x + 10}{x^2 + 7x + 12}$$

5. Solve $\frac{1}{2}x - \frac{3}{4} + \frac{5}{6}x - \frac{7}{8} = \frac{9}{10} + \frac{11}{12}x - \frac{13}{14} - \frac{15}{16}x$
6. Expand $(a + 2b)^4$
7. Extract the cube root of

$$a^6 + 3a^5 b + 6a^4 b^2 + 7a^3 b^3 + 6a^2 b^4 + 3ab^5 + b^6$$

8. Solve this by each of three different methods of elimination:

$$2x + 3y = 21$$
$$3x + 2y = 19$$

9. Separate 96 into three parts, such that the first part divided by the second gives a quotient of 2 and a remainder of 5; and the second divided by the third gives a quotient of 4 and a remainder of 5.

10. If the product of two numbers is increased by their sum, the result is 89, but if the product is diminished by their sum the result is 51. Required, the numbers.

GEOMETRY.

1. Define postulate, and axiom; and give two of each.

2. State and prove a theorem having for its conclusion, "The two lines are parallel."

3. Theorem: In an isosceles trapezoid, the opposite angles are supplementary.

4. Theorem. In the same circle or in equal circles, equal chords are equally distant from the center.

5. Theorem: The area of a circle is one-half the product of the radius into the circumference.

6. Find the locus off a point equidistant from two given intersecting lines. (Prove.)

7. Problem. To construct a triangle having given the three sides.

8. Theorem: Two mutually equiangular triangles are similar.

9. Problem: The distance from the center of a circle to a chord 12 inches long is 10 inches. Find the area of the circle.

10. Problem. To construct a square equivalent to the sum of two given squares.

GRAMMAR.

1. Define inflection. What parts of speech are inflected?

2. What is the office of a preposition? Of a conjunction?

3. Distinguish between transitive verb and intransitive. Regular and irregular.

4. Illustrate in sentences (a) noun clause; (b) adjective clause; (c) adverbial clause. Rewrite your sentences changing each clause into an adverbial phrase.

5. Correct and give reasons: (a) It was not them it was her. (b) Between you and I, she was mistaken. (c) She is older than me by ten years. (d) Let you and I try. (e) Virginia is south of Mason's and Dickson's line.

6. Distinguish between subordinate and principal propositions.

7. Analyze the following sentence: The noblest soul is that which chooses the right, not for gain or glory, but because 'tis right.

8. Give sentences containing the past tense form and the perfect participle of each of the following verbs: Lie, sit, lay, seek, see.

9. In what grade would you begin to teach technical grammar? What previous instruction would you have given in English?

10. You desire to attend one of the Nebraska state normal schools. Write a letter to the principal of the school in which you are interested, asking for information.

READING.

1. Name four books that you think children should read. Give reasons.

2. What is meant by expression, emphasis, pronunciation?

3. What preparation should the teacher make for a lesson in reading?

4. Name three of the best modern series of text books in reading.

5. Give some devices for securing natural expression in reading classes.

6. Name five American authors, and give the title of one production of each.

7. Give a quotation from your favorite author.

8. How will you seek to improve the pupil's taste in reading?

9-10. The primary teacher says to her pupils, "Tell me that the wind is blowing without using the word wind." Give five statements that may be reasonably expected from primary pupils in answering the above question.

ARITHMETIC.

1. Write in words, 792.0792. Also write in figures, sixty-four and seventy-eight ten thousandths.

2. Define prime number, composite number. Give test for divisibility.

3. Simplify $\dfrac{\dfrac{2}{9}}{\dfrac{1}{2}\text{ of }\dfrac{1}{3}} \div \dfrac{\dfrac{3}{4}\text{ of }\dfrac{3}{5}}{4\dfrac{1}{5}}$

4. If a miller takes ⅛ for toll, and a bushel of wheat makes 40 pounds of flour, how many bushels of wheat must be carried to mill to obtain 196 pounds, or one barrel of flour?

5. How do you change a common fraction to a decimal? How do you change a decimal to a common fraction? Illustrate each process.

6. A traveler, on arriving at his destination, found that his watch was 1 hr. 20 min. slow. In what direction, and how far had he gone?

7. Analyze fully: If ⅜ of a factory is worth $15,000, what is 7-10 of it worth?

8. A man paid $36 for a cow, and 5-6 of the price of the cow was 2-9 of the cost of a horse. Find the cost of the horse.

9. If a garrison of 150 men consume 26 barrels of flour in 9 weeks, how many barrels will it consume in 22½ weeks?

10. A man paid $25 for having his house insured for three years, at 1¼ per cent on 2-3 of its value. Find the value of the house.

BOTANY.

1. What is a bud? What must it contain, and how is it protected by nature?

2. What are the parts of the flower? What are the functions of each part?

3. Describe the development of the embryo to the self-supporting plant.

5. What are the purposes of leaves?

4. Describe a typical cross-section of the stem of an exogen, and tell how it would differ from an endogen.

6. Distinguish between root and stem; what is the purpose of the root hairs?

7. Give some characteristics of a family of plants that would help to distinguish it from some other families.

8. Of what advantage is cross fertilization?

9. Explain the phenomena of the yeast plant.

10. Give various methods of seed-dispersal.

GEOGRAPHY.

1. Define and give an example of each of the following: flood plain, delta, coastal plain, lake plain, plateau.

2. What determines the width of the zones? Give boundaries and width of each zone.

3. What is the cause of ocean currents? Why do they not flow around the earth?

4. Give the location of Cuba and Luzon; name the principal city and tell something of the government of each.

5. Name the five races of men and tell what country is inhabited mostly by each.

6. Name and locate five important lake ports of the United States; five important river ports.

7. Account for the present rapid growth of Seattle.

8. (a) Name two states containing the most valuable copper mines. (b) Locate our three principal iron ore districts. (c) Where are our oil fields?

9. In the absence of maps and globes in the schoolroom what devices would you make and use in the study of geography?

10. Where are the "Bad Lands?" Describe them.

HISTORY.

1. Name two early English navigators, and tell what regions each explored.

2. Name four European nations that made early settlements in North America, and state what territory was settled by each.

3. State the cause and results of the French and Indian War.

4. Name four of the most important battles of the Revolution, and give name of opposing commanders in each.

5. Make a positive statement about each of the following: Patrick Henry, Henry Clay, Grover Cleveland, J. Sterling Morton, John Hay.

6. Contrast Jefferson's and Hamilton's ideas of government.

7. Discuss the causes that led to the second war with Great Britain.

8. What were the provisions of the Kansas-Nebraska Bill? How was it looked upon in the North? In the South?

9. Discuss briefly the results of the Civil War.

10. Review three topics of interest in recent American history.

PHYSICS.

1. Distinguish between mass and weight; between force and motion.

2. Compare the energy of two bodies, one weighing 3 lbs. and having a velocity of 80 feet a second, and the other weighing 5 lbs. and having a velocity of 100 feet a second.

3. What is meant by gravitational unit of force; and what by absolute unit? Which is preferable for scientific research? Why?

4. Give the theory of the conservation of energy.

5. What is mechanical advantage? Give a rule for determining the mechanical advantage of a lever.

6. Define cohesion, elasticity, solid, liquid, gas.

7. Make a diagram for, and explain the working of the siphon.

8. Give illustration of heat diffusion.

9. Show by diagram the effect of a plano-convex lens on parallel rays of light.

10. Explain the incandescent light; also the arc light.

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MENTAL ARITHMETIC.

Give complete written analysis of the following problems. Solutions by algebra not accepted.

1. A steeple 90 feet high casts a shadow 100 feet. How high is the steeple that casts a shadow 125 feet?

2. I lost two-thirds of my money, but found two-thirds of what I lost. I then had $70. How much had I at first?

3. Three-fourths of A's farm equals two-sevenths of B's. Together they have 551 acres. How many acres has each?

4. A horse can trot a certain distance in 3¾ hours. What part of it can he trot in one hour?

5. The sum of two numbers is 100, and the first is to the second as 3-10 is to 8-15. What are the numbers?

Rapid Computation.

Write only the answers to the following problems, numbering the answers to correspond with the numbers of the problem. Time allowed 15 minutes. (50 credits.)

1. What is the average of 60, 75, 80, 45?

2. How long will it take a boy to earn 99 cents if he can earn 18 cents in 2 weeks?

3. A man said that ¾ of his money was four times his week's wages; he had $100; what was his week's wages?

4. What number diminished by 33⅓ per cent of itself becomes 20?

5. If $30 amounts to $60 in 3 years, what is the rate of interest?

6. How many feet of lumber in four timbers 4x4, 20?

7. A can do a piece of work in 6 days and B can do one-half of it in 4 days. In what time can they together do the work?

PENMANSHIP.

1. Give your plan for using the copy book.

2. Describe a method of securing rapidity in penmanship.

3. Write a few movement exercises and state in what grade or grades you would use them.

4. In correcting illegible, slovenly writing, to which would you attach the more importance, increasing the practice, or stimulating a greater mental effort?

5. As a specimen of your handwriting, write four or more lines of some selection with which you are familiar.

6. Fifty credits will be allowed for applicant's penmanship as shown in all answer papers submitted.

CIVIL GOVERNMENT.

1. What is meant by representative government? Give example.

2. State two rights guaranteed by the United States constitution to a person accused of crime.

3. What period of American history should be carefully studied preparatory to the study of the United States constitution? Why?

4. Explain at least two of the following: habeas corpus, eminent domain, arbitration, reciprocity.

5. (a) What is meant by the President's Cabinet? (b) Of how many members is it composed? (c) Give the names of two members of the present cabinet and state what departments are in their charge.

6. What are the duties of a United States district attorney?

7. How are the expenses of the national government met? Of the state government?

8. What is meant by (a) "municipal ownership?" (b) "Referendum?"

9. What is patriotism? How do you teach patriotism?

10. What is the date of (a) the regular annual election in Nebraska; (b) the annual meeting for rural school districts?

ORTHOGRAPHY.

1. Give the proper abbreviations for the following: account, present month, junior, doctor, debtor.

2. What are diacritical marks? Give four, and illustrate their use.

3. Write words illustrating the different sounds of a, oo, th, g, c.

4. Write each of the following words in two sentences, using the word with a different meaning in each sentence: perch, express, partial, patient, address.

5. What is a dictionary? Mention three school uses.

In the following list some words are spelled correctly and some incorrectly. Rewrite, spelling all correctly: (25 credits.)

scienses	recomend
crystallized	census
alcaholic	peaceable
knowlege	excede
Cincinatti	porus
oculist	privelege

psychology	greivous
domisile	separate
capilary	seige
icicle	parallel
superintendant	recede
feasible	diptheria
forceable	

(50 credits for spelling in all other answer papers).

BOOKKEEPING.

1. What are the necessary things in a note?

2. When money is paid out for interest, what is debited and what credited?

3. What is meant by account current? What is meant by closing an account?

4. In closing the ledger, into what account would you close loss and gain? Why?

5. What is meant by endorsement? What legal effect has it?

6-10. Write up in daybook, journal and ledger and close accounts in the following:

18

Cash on hand $2000. Bills receivable, George Jones' note, $100.
I owe $240 on note to Henry Fielding.
Bought 200 barrels flour at $6.45 a barrel.
Paid freight and insurance $45.
Bought 1000 bushels potatoes at $ .35 a bushel.

19

Sold Wm. Swan 100 barrels flour at $7.50 a barrel. Received in payment his note for $500. Balance in cash.

Sold Edgar Smith for cash 800 bushels of potatoes at 37½ cents.

Sold Henry Rogers for cash 50 barrels flour at $7.40.

Bought car load of hay, 20 tons, at $7.40 a ton cash, and sold the same at once for $7.60 a ton, taking in payment note on George Fox, due in 90 days.

20

Sold out for $415 in cash.

AGRICULTURE.

1. Define (a) soil; (b) subsoil; (c) organic soil; (d) virgin soil; (e) artificial soil.

2. From what sources does the soil receive water? What soil conditions are favorable to the retention of moisture?

3. What kind of soil can best withstand hot, dry weather? Why?

4. "As a rule, the farmers that grow and feed the most clover have the most fertile farms." Explain.

5. In what three ways do weeds injure other growing plants?

6. Discuss the importance of careful seed selection under the following heads: (a) kind; (b) condition.

7. Name four probable causes of failure of seeds to germinate.

8. What is the present Nebraska law relative to the killing of quails? Of what value is this law to the farmer?

9. Mention a pest and its prevention or remedy for (a) a farm crop; (b) a domestic animal; (c) a fruit tree.

10. What do you consider the most valuable results to be secured from school gardening? Name some points that should be carefully observed in agricultural experiment work.

PHYSIOLOGY AND HYGIENE.

1. Describe the epidermis and the dermis, giving structure, modifications and glands.

2. Name the longest bone in (a) the arm; (b) the leg.

3. Name the special senses. Which one is the least acute in man?

4. What is a cell? What besides cells go to make up tissues?

5. Name the organs of respiration, and locate them by a diagram or full description.

6. Mention three classes of foods. To which class does lean meat belong? Oatmeal?

7. Describe the action of the biceps muscle.

8. Can the blood in the veins flow backwards? Why? What causes the blood to ascend in the arteries?

9. State briefly the theory of heating and ventilating a schoolroom.

10. Why is a pipe more injurious than a cigar?

DRAWING.

1. Define construction lines, convergence, foreshortening.

2. Draw from memory some leaf-forms, giving names of forms represented.

3. Draw a basket filled with apples.

4. Define and illustrate by drawing, secant, segment, quadrangle, rectangle.

5. What is the value of drawing?

ENGLISH COMPOSITION.

1. In about two hundred words, tell of the benefit of tree culture.

2. Write a letter to your county superintendent, making inquiry about reading circle work, and meetings. (Do not sign your own name to the letter.)

3. Use these words in sentences: Rise, raise, blue, blew, write, right, tear, tier.

4. Write correctly: There were several obstacles to be overcome my handwriting was bad and my language was very incorrect but nothing could daunt this excellent man he secured specimens of my rhymes and dispersed them among his friends and set on foot a subscription for my benefit.

5. How would you prepare your pupils for writing a composition on corn?

(Fifty credits for English in other subjects.)

THEORY AND ART.

1. What do you understand by the terms *intellect*, *sensibility*, *will*.

2. What are appetites? Name two natural and two acquired appetites.

3. Discuss the meaning and use of emotion.

4. Distinguish between presentative and representative powers.

5. What are interest and attention? Are they related? How?

6. Name five books you could recommend to pupils of grades six to eight.

7. Give some advantages and some disadvantages of basing promotions upon per cents obtained in examination.

8. How would you meet the evil of dime-novel reading in your school?

9. Why are the five senses called the "five windows of the soul?"

10. What study do you think has the greatest disciplinary value? Why?

GRAMMAR.

1. What is a verb-phrase? Give an example.

2. Use the word *that* as a different part of speech in each of four sentences.

3. Distinguish between co-ordinate and subordinate conjunctions, and write sentences illustrating each.

4. Construct a sentence containing the verb *study* in the plural number, future perfect, active, interrogative, progressive.

5. Fill the blanks below with the correct words, briefly giving reasons therefor:

(a) It is ..... (Pronoun, third, singular, masculine.)
It was ..... (Pronoun, third, singular, feminine.)
That is ..... (Pronoun, third, plural.)
(b) Every one should have ..... life insured.

6. Illustrate (a) compound word; (b) compound phrase; (c) compound clause; (d) compound sentence.

7. Arrange all the words in the following exercise in a column, and opposite each word write the name of the part of speech to which it belongs:

The hare *scoffed* at the tortoise for his slowness, and challenged him to a race. "Let us *run*," said *she*, "up to yonder rock, and you shall have the start of *half* a *mile*."

8. Parse the italicized words in the foregoing exercise.

9. Analyze and diagram the following sentence: We may not be able to accomplish all we desire, but shall we therefore sit with folded hands?

10. Write a letter to a book publishing company, ordering certain books. (Capitalization, punctuation, spelling, form and language will be considered. Do not sign your own name to the letter.)

ARITHMETIC.

1. A man received 75 pounds of sugar in exchange for 10 bushels of potatoes at 40 cents a bushel. What was the value of the sugar per pound, and how many pounds might be bought for a dollar?

2. A farmer exchanged 96 bushels of corn, worth 35 cents a bushel for wheat worth 60 cents a bushel and oats worth 24 cents a bushel, receiving the same number of bushels of each. How many bushels of each did he receive? Solve and explain.

3. Reduce to a simple fraction:

$$\frac{\frac{5}{8} \text{ of } 2\frac{1}{4}}{4\text{-}5 \text{ of } 4\ 1\text{-}6}$$

4. A market woman bought eggs at the rate of 4 for 5 cents, and sold them at the rate of 5 for 9 cents. How much did she gain on 100 eggs?

5. A man bought a house and paid one-third of the price in cash. One year later he paid one-third of what remained, and the two payments amounted to $1315. What was the price of the house?

6. What is the cost of 1595 pounds of coal at $7.75 a ton?

7. A flour dealer bought 326 barrels of flour at $5.25 a barrel. He sold 56 barrels at a loss of $ .37½ a barrel. How must he sell the rest so as to gain $12 on the investment?

8. A real estate dealer sold two houses for $3600 each. On one he gained 25 per cent and on the other he lost 20 per cent. Did he gain or lose by the two transactions? Solve and explain.

9. A merchant paid $45 for the use of $3000 for 90 days, without grace. What was the rate of interest?

10. A tree broke off 21 feet from the ground, and resting on the stump touched the level ground 28 feet from the base of the stump. What was the height of the tree?

ALGEBRA.

1. Simplify:

$$4a^2 - \{ 5b^2 + a - [6a^2 - 3a - (b^2 - a)] \}$$

2. How would you explain to a class that:

$$(-4a)\ (-3) = 12a?$$

3. Factor (a) $y^3 + 3y^2 + 6y + 18$

(b) $a^2 + b^2 - 2ab - c^2 - 2cd - d^2$

4. Find the L. C. M. of

$x^2+0x+91$, $x^2+2x-35$, and $x^2+8x+15$

5. Solve:

$$\frac{x^2+6x+9}{x^2-4x+4} \div \left\{ \frac{x^2-9}{x^2+4} \div \frac{x^2+x-6}{x^2-x-6} \right\}$$

6. If to two-thirds of a certain number 8 is added, the sum is 10 more than half the number. Required the number.

7. There are three numbers such that the third less the second equals the second less the first; the third less the first equals the second; and the sum of the numbers is 24. Required the numbers.

8. Expand by use of formula, putting all your work on your answer paper: $(2x-3y)^5=$

9. The floor of a certain room, which is 9 ft. high to the ceiling, has an area of 210 sq. ft., each of the two side walls 135 sq. ft., and each of the end walls 126 sq. ft. Find the other two dimensions of the room.

10. A certain number is composed of two digits. The number is equal to four times the sum of the digits; and the sum of the squares of the digits is equal to five times the sum of the digits. Required the numbers.

READING.

1. Name a common error of enunciation and state how it may be corrected.

2. What is meant by "teaching reading" (a) to beginners; (b) to children who can read?

3. What is the test of a child's fitness to read in a given book?

4. How does reading compare in importance with other school subjects? Give three reasons for your answer.

5. How does the teaching of literature differ from the beginnings and practice of reading?

6. Give titles and outlines of five books, not fiction, which you have read. Give two points from one of these books.

7. Mention five things to be considered under the head of the "mechanics of reading."

8. Discuss the advantages and propriety of preparing pupils to use the public library.

9. Show how a school library should prepare for the public library.

10. What is the difference between a trained and an untrained worker's use of books of reference?

GEOMETRY.

1. Theorem: If two angles of a triangle are equal, the sides opposite are equal and the triangle is isosceles.

2. Theorem: The sum of the interior angles of a polygon is equal to two right angles taken as many times less two as the figure has sides.

3. Theorem: The line joining the center of a circle to the middle of a chord, is perpendicular to the chord.

4. Define circle, radius, tangent, secant, segment, sector.

5. If the perimeter of a rectangle is 72 feet and the length is twice the width, what is the area? Solve.

6. What part of a parallelogram is the triangle formed by drawing a line from one vertex to the middle of a non-adjacent side? Explain.

7. A chord of a circle is 24 and the diameter of the circle is 26. How far from the center to the chord?

8. The square of the diagonal of a parallelopiped is equal to the sum of the squares of the other three dimensions. Prove.

9. Problem: To erect a perpendicular to a given plane at a given point in it.

10. A tree casts a shadow 90 feet long when a vertical rod 6 feet high casts a shadow 4 feet long. How high is the tree?

BOTANY.

(Answer any eight.)

1. What is protoplasm?

2. Give structure and use of plant cells.

3. What purposes may roots serve? Give illustrations of each.

4. What is the principal office of leaves?

5. What are adventitious buds? What special purpose do they serve?

6. What is a fruit? What is the fruit of the potato plant?

7. What service do insects render in the fertilization of plants?

8. Describe a tuber. A bulb. A corm.

9. Explain how boiling water for drinking purposes renders one less liable to disease?

10. Discuss either spirogyra or vaucheria.

GEOGRAPHY.

1. What is meant by each of the following: Axis, pole, equator, meridian, parallel?

2. Discuss fully, "standard time," and tell how many time belts are recognized.

3. Compare island, peninsula, and isthmus.

4. Give a general discussion of the Rocky Mountain Highland.

5. What is meant by continental climate? By oceanic climate?

6. Explain the so called land and sea breeze.

7. Give an account of three of the principal religions of the world.

8. What do you consider the three most valuable cereals? Give a reason for your answer, and tell where each is produced.

9. Name the countries of Europe which touch the Mediterranean, also those that touch the North Sea.

10. Where and for what noted are the following: Galveston, Sault Ste. Marie, Richmond, Tuskegee, Butte?

HISTORY.

1. Describe the first voyage of Columbus.

2. Tell about the settlement of Pennsylvania.

3. Tell about Roger Williams.

4. Give an account of Braddock's expedition against Fort Duquesne.

5. Why was it necessary to form a government of greater power than the one under the Articles of Confederation?

6. What were the boundaries of the United States as determined by the Peace of 1783?

7. What was the Missouri Compromise?

8. What territory was acquired by the United States by annexation? What by conquest?

9. Give account of three important inventions that have influenced American history, and tell what each did.

10. Tell of the life and doings of William McKinley.

PHYSICS.

1. What is meant by (a) solid; (b) liquid; (c) gas?

2. Define (a) inertia; (b) momentum; (c) action and reaction.

3. Distinguish between work and energy.

4. Describe the barometer as to structure and use.

5. Distinguish between force pump and lift pump, using the diagram of each.

6. What is meant by density and by specific gravity?

7. Give the modern theory of heat.

8. What is meant by conduction, convection, radiation? Give an illustration of each.

9. Explain what is meant by color (light effect).

10. Explain the telephone or the phonograph.

DECEMBER 15 AND 16, 1905.

PENMANSHIP.

1. If a pupil's writing is too fine or too coarse, what means may be employed to remedy the evil?

2. How much time should be devoted daily to the writing exercise in a rural school?

3. What is the best time of day for the writing exercise? Why?

4. As a specimen of your penmanship, write a selection of not more than five lines. (20 credits)

Fifty credits for applicant's penmanship as shown in all answer papers submitted.

CIVIL GOVERNMENT.

1. Why is a state divided into districts, counties, townships and precincts?

3. (a) How is public education supported? (b) On what theory do state and federal governments contribute such support?

4. Name three rights and three duties of each voter of Nebraska.

5. Give the important differences between the Articles of Confederation and the Constitution.

6. (a) What does the Constitution say relative to coining money? (b) Wherein do gold or silver certificates and National Bank notes differ?

7. (a) Give five requisites to a teacher's contract.

8. (a) What officers, county, district, state and national, are to be elected at the next regular election?

9. Give the main provisions of the new law governing the certification of teachers.

10. (a) What is impeachment? (b) Which house of Congress possesses the sole power of impeachment?

ORTHOGRAPHY.

1. Correctly syllabify: decisive, decision, digestive, digestion, declarative, declaration, mountains, musical, special, grandeur.

2. Indicate the sounds of the vowels in the accented syllables of the following words: obeisance, mandamus, abeyance, national, tapestry.

3. Show, by sentences of your own construction, that you understand the meaning of: Miner, minor; dying, dyeing; session, cession; current, currant; canvas, canvass.

4. Write the abbreviations for: Treasurer, President, Member of Congress, West Virginia, last month.

5. Rewrite the following abbreviations, and opposite each write the word or words for which it stands: Anon., inst., A. B., cwt., Md.

In the following list some words are spelled correctly and some incorrectly. Rewrite, spelling all correctly. (25 credits.)

laudable	untill
receiveable	fulfill
neice	excell
fasonate	parsel
diligence	wellfare
innosence	defendant
Phillipine	salable
Cincinnati	icyness
Manila	irigate
bodise	stupefy
employe	sheriff
dilligent	Roosevelt
tariff	

(50 credits for spelling in all other answer papers).

MENTAL ARITHMETIC.

Give complete analysis of the following problems. Solutions by algebra not accepted.

1. If 2-3 of an apple costs ¾ cents, what will 15 apples cost?

2. If 75 cords of wood can be cut by 6 men in 9 days, in how many days could one man do the same work?

3. If a certain number be divided by 8, the quotient will be 13, with a remainder of 7. What is the number?

4. A man owning 4-5 of a boat, sold 2-3 of his share for $400. At that rate, what was the value of the boat?

5. A and B bought a carriage for $120. A paid $75, B the remainder. They sold it for $160. How much did each receive?

Rapid Computation.

Write only the answers to the following problems, numbering the answers to correspond with the numbers of the problems. Time allowed ten minutes. (50 credits).

1. What is the cost of digging a cellar 10 ft. deep, 10 ft. wide, and 27 ft. long, at $2.50 a cubic yard?

2. What is the ratio of a 2-inch square to a 3-inch square?

3. At 12½ cents a yard, how many yards of cloth can you buy for $2.37½.

4. James has 6-11 as many marbles as John. If John has 55 marbles, how many has James?

5. If 15 sheets of paper cost 10 cents, what will 24 sheets, one quire, cost?

6. What is the difference between 2-3 of 24 and the number of which 9 is ¾?

7. How much is gained per lb. by buying salt at $20 a ton and selling it at 1 cent an ounce?

BOOKKEEPING.

1. (a) Name the two general classes of accounts. (b) Give general rule for journalizing each.

2. What is legal tender? Collateral? Negotiable paper? Loss and Gain? Present Worth?

3. Name three kinds of drafts with reference to time.

4. Explain fully resource inventory; liability inventory.

5. (a) Define Bills Payable; Bills Receivable. (b) When debit and when credit each?

6-10. Journalize the following, post, and find Applicant's present worth, closing all accounts:

Dec. 1. Applicant (use the term "Applicant" and not your signature) commenced business with the following: Cash, $1,000; merchandise, $650; Thos. Long owes him on account, $50.

Dec. 2. Sold merchandise to H. Lange, $112. Received in payment, cash, $62; his note for 15 days, $30; balance on account.

Dec. 3. Bought safe for store, cash, $75.

Dec. 4. A fire damaged Applicant's stock to the amount of $60. No insurance.

Dec. 5. Discount H. Lange's note at bank, receiving cash for proceeds, face, $30, discount, 25 cents. Inventories: Mdse., $510; office fixtures, $75; unpaid clerk hire, $20.

THEORY AND ART.

1. Give a definition for memory and distinguish between spontaneous and intentional memory.

2. Give some advantages that the teacher in the country has over the teacher in town.

3. Would you teach a child what he could not fully understand at the time? Why?

4. How may a teacher keep out of ruts?

5. What is the meaning of the expression, "The spirit of the teacher?"

6. What is meant by a disciplined mind?

7. Explain the meaning of the phrase, "An educated man."

DRAWING.

1. (a) Of what value is drawing to the teacher? (b) Why should drawing be taught?

2. Define (a) tint; (b) shade; (c) hue; (d) perspective; (e) working drawing.

3. Draw an imaginary sketch, putting in the life element.

4. Draw a familiar tree from memory and give its name.

5. Draw a group of vegetables consisting of a turnip, an onion, a potato, and a pumpkin, observing carefully the relative sizes.

AGRICULTURE.

1. (a) What is the purpose of crop rotation? (b) What is meant by soil wearing out?

2. Define (a) humus; (b) loam; (c) fertilizer; (d) graft; (e) budding.

3. What elements in the soil and air are considered plant food?

4. Mention five reasons why agriculture should be taught in the public schools of Nebraska.

5. (a) What is propagation? (b) Mention three conditions necessary to germination of seeds.

6. (a) In what forms is water found in the soil? (b) Give two ways by which the soil's capacity for water may be increased.

7. (a) Give five general uses of the animal. (b) What gain is made in converting the crop into animal products?

8. (a) Mention two reasons for the cultivation of soil. (b) Which is of the most importance?

9. Define pollenation, and name some of the agencies which serve to bring it about.

10. Discuss the importance of field excursions in connection with the study of agriculture in the school.

PHYSIOLOGY.

1. What are the ligaments?
2. Of what use are tendons?
3. Give location and function of the salivary glands.
4. How does alcohol "stimulate" the heart's action.
5. What is meant by vital organs? Name two such organs.
6. Explain briefly the physiological process of keeping the body warm.
7. Why is alcohol manifest in the breath so soon after a beverage containing it has been swallowed?
8. What is an antiseptic? A disinfectant?
9. Describe the importance of reflex action.
10. What is the sympathetic nervous system?

ENGLISH COMPOSITION.

1. Give six rules for the use of capitals.
2. Write correctly: all that glitters is not gold—Shakespeare. Write correctly: what is meant by "The spirit of the west?"
3. Make an outline for a biographical sketch of Abraham Lincoln.
4. "When I was a boy I worked my way down the river to New York, to see the city. I met a bishop there. He said to me, 'Sit down, my son, I want to talk to you. I know your father in Albany. You are Senator Whipple's son.' I said to him, 'no sir, I am not Senator Whipple's son. I am no relation of his.' If the bishop had talked to me after that he might have made my life a little easier—a little sweeter."

(a) What mistake did the bishop make?
(b) How did the boy get to the city?
(c) What were his worldly circumstances?
(d) How was he different from Senator Whipple's son?
(e) What did the bishop do after he found his mistake?
(f) What trait of character do you find in the boy?
(g) What trait of character is revealed in the bishop?

Prove your answers by quotations from the selection.

(Fifty credits for English as shown by other papers submitted.)

GRAMMAR.

1. What three parts of speech may connect clauses? Illustrate.
2. Define and give examples of (a) collective noun; (b) abstract noun.

3. Write the possessive plural forms of: colony, wharf, woman, spoonful, who.

4. Supply in each of the following sentences a verb in the indicative or subjunctive mode:

(a) I wish it—in my power to help you.
(b) If he—guilty, the evidences does not show it.
(c) Though he—there, I did not see him.
(d) If he—discreet, he will succeed.
(e) If ye—men, fight.

5. Construct a sentence having a noun in apposition to the object.

6. Write a sentence having an infinitive used as an adverbial modifier.

7. Write a sentence containing a participle and change it into an infinitive.

8. Write a sentence containing a clause in direct quotation and then change it to indirect quotation.

9. What is an antecedent? Give an illustration.

10. Diagram, or, if you prefer, analyze the following sentence:

The fact that man's powers are limited is not sufficiently recognized.

ARITHMETIC.

1. Define (a) abstract number; (b) concrete number; (c) factor; (d) multiple.

2. Give the devices and the discussions and explanations you would employ in explaining this problem in subtraction:

$$\begin{array}{r} 42 \\ 27 \\ \hline 15 \end{array}$$

it being the first time your class has encountered the so-called "borrowing" process.

3. What is the shortest length that can be exactly measured by either of four measures which are respectively 10 in., 15 in., 27 in. and 30 inches long?

4. A and B together have $9500 and two thirds of A's money equals 3-5 of B's. How much has each?

5. A cubic foot of water weighs 62.32 pounds. Find the weight of a cylindrical inch which is .7584 of a cubic inch.

9. Find the cost of 60 boards 26 feet long, 10 in. wide and 2 in. thick, at $24 per M.

7. In what time will $900 produce $93 at 6 per cent?

8. What part of a mile is 6 rods, 3 yards, 2 inches?

9. If 36 men earn $1296 in 18 days, how much will 42 men earn in 87 days?

10. What is the distance from the lower corner to the opposite upper corner of a room 24 feet long, 18 feet wide and 12 feet high?

READING.

1. What is the aim of the reading lesson?

2. Why should the material of the reading lesson be interesting to the children?

3. Mention the advantages of a preparatory conversation about the reading lesson.

4. (a) What is sight reading? (b) What are the objections to concert reading?

5. Is it possible to overwork the dictionary in the preparation of the reading lesson?

6. (a) Shall the teacher encourage the pupil of the grammar grade to read a few good books, or many books as they come to hand? (b) Why?

7. (a) Name five books which you can recommend to children to read.

(b) State briefly your reasons therefor.

8. (a) Write a quotation from your favorite author. (b) Tell why he is your favorite.

ALGEBRA.

1. Define (a) term (b) equation (c) axiom.

2. Factor (a) $5ab-bc+cd-5ad$.

(b) $2x^2+11x+12$.

3. Find the H. C. F. of:

$x^3-5x^2-7x+35$ and $x^3-3x^2-7x-15$.

4. Simplify:

$$\frac{x}{x^3-1}+\frac{x}{x^3+1}-\frac{x-1}{x+1}.$$

5. What number is that which when multiplied by 16 gives the same result as when added to 16?

6. Find two numbers the sum of whose reciprocals is 5, and such that the sum of half the first and one-third of the second equals twice the product of the two numbers.

7. Extract the cube root of the following:

$$8x^6-36x^5y+66x^4y^2-63x^3y^3+33x^2y^4-9xy^5+y^6$$

8. Solve the equation:

$$x^2-12x-85=0$$

9. Solve:

$$x^2-xy \quad y=3$$
$$x^2+xy+y^2=7$$

10. There are two numbers such that the product of the first and one more than the second is 660, and the product of the second and one less than the first is 609. What are the numbers?

GEOMETRY.

1. Classify and define triangles (a) as to sides, (b) as to angles.

2. Theorem. If the diagonals of a quadrilateral bisect each other, the figure is a parallelogram.

3. Theorem. Through three points not in the same straight line, one circumference and only one can be passed.

4. In any right angled triangle the square of the hypotenuse is equivalent to the sum of the squares of the two legs.

5. Problem. In two similar polygons, two homologus sides are 15 feet and 25 feet, respectively. The area of the first is 450 square feet. What is the area of the second?

6. If from a point without a circle, a tangent and a secant are drawn, the tangent is a mean proportional between the whole secant and its external segment.

7. Problem: To find a fourth proportional to three given lines.

GEOGRAPHY.

1. What conditions united to make Chicago a commercial metropolis?

2. Name the six great powers of the world in order of their strength, and give the kind of government each possesses.

3. Define glacier, delta, longitude, continent, equinoxes.

4. What is meant by the "balance of trade"?

5. Name and locate five of the greatest institutions of learning of the United States.

6. State where each of five leading mineral products of the United States is found in greatest abundance.

7. Explain briefly that our happiness and existence are a product of evolution somewhat dependent upon every part of the world and every past age.

8. Locate the following: Panama Canal; National Park; U. S. Federal Military Academy.

9. Give the area and population, number of counties and chief industries of Nebraska.

10. (a) Why is geography taught? (b) What phases of the subject should modern teaching emphasize?

PHYSICS.

1. What is meant by motion, and what by rest?

2. Explain the construction and use of the mercurial thermometer.

3. Give Newton's three laws of motion.

4. To what is the bouyant force of fluids due? (Discuss fully.)

5. A rock dropped from the top of a cliff, strikes at the base in 3 1-5 seconds. How high is the cliff?

6. What is the load that a force of 100 lbs. will lift by the use of three fixed and three movable pulleys?

7. Explain by diagram or otherwise, the workings and use of the Wheatstone Bridge.

8. Distinguish between volume and pitch of sounds.

9. Explain the echo.

10. Explain how the temperature of a hot-bed is above that of the outside air.

HISTORY.

1. What motive led to the founding of Maryland?

2. Give an account of the discovery of the Mississippi River.

3. What was the Stamp Act, and how did the Americans look upon it?

4. Make a statement about each of the following: Stony Point, Arnold, Paul Jones, Valley Forge.

5. Tell of the Embargo, and of Impressment.

6. Most historics call New Orleans "a useless battle." Explain.

7. Explain the so-called "doctrine of nullification."

8. What were the results of the war with Mexico?

9. What amendments to the Constitution came as a result of the Civil War?

10. State some important fact about each of the following: J. G. Cannon, James Russell Lowell, W. R. Harper, Folk, La Follette.

BOTANY.

(Answer any seven. Retain original numbers.)

1. To what extent is the new plant already formed in the seed before germination begins?

2. What is a bud, and what are the reasons for its formation?

3. What is meant by parasitic plants? Name some varieties.

4. Make diagram of a cross-section of the Maple, and of Indian Corn; and explain the difference.

5. Draw and explain differences between simple and compound leaves.

6. Discuss some changes that have been brought about in flowers by cultivation. Cite instances to prove your answers.

7. What part of the flower becomes the fruit in the apple? What in the cherry?

8. Give a discussion of Bacteria. (Not more than 60 words.)

JANUARY 19 AND 20, 1906.

PENMANSHIP.

1. Define muscular movement. State its advantages.

2. Discuss form and movement in the different grades and give the relative attention each should receive.

3. Classify the letters of the alphabet according to the number of spaces above or below the base line.

4. When should the children begin to write with pen and ink?

5. What is the correct position for writing?

6-10. Fifty credits for applicant's penmanship as shown by all examination papers submitted.

BOOKKEEPING.

1. Define account as applied to the ledger. Give the title of two accounts which will close with Loss and Gain, and of three, not personal, which will close with balance.

2. Write a non-negotiable note.

3. Distinguish between endorsement at length, and endorsement in blank, and illustrate each.

4. Write a receipted bill for the following:

6 complete geographies at $1.00.

4 U. S. histories at $.80.

10 Standard arithmetics at $.52.

Make the bill complete in all details.

5. Name the book of original entry, and discuss its importance.

6-10. Journalize the following, post in the ledger, and find Austin and Blake's present worth, liabilities and net gain.

Austin and Blake of Omaha on Jan. 2, 1905, have on hand cash $723.18 and a stock of general merchandise inventoried at $6873.45. They transact business as follows:

Jan. 3. Sold R. K. Wheeler on account mdse. valued at $76.50, received cash for petty sales $36.35; bought of Leach & Co. on account 48 bbls. of flour at $3.65 a bbl., and 2 tons of feed at $22.25 a ton.

Jan. 4. Sold F. E. Mann for cash, merchandise amounting to $65.25.

Jan. 10. Paid for rent of store one month $45, and for clerk hire $10.

Jan. 12. Bought of James Kern for cash 6 dozen brooms at $2.40 per dozen.

Jan. 15. The inventoried value of merchandise on hand was $7050.17.

Close all accounts.

ORTHOGRAPHY.

1. Write the abbreviations for: merchandise, namely, lieutenant, credit, Attorney General.

2. Syllabify and mark the accented syllable diacritically in each of the following words: machine, Colorado, granary, merchant, corporal.

3. Write homonyms of these words: altar, ought, marshal, earn, quarts.

4. Define derivative, monosyllable, suffix, diphthong, synonym.

5. Write five compound words; five primitive words.

In the following list some words are spelled correctly and some incorrectly. Rewrite, spelling all correctly: (25 credits)

pulmonary	candor
greivance	vengance
amonia	academy
mucillage	Britian
contagious	measles
illustrious	neccessary
corrider	restaurant
disipline	tilable
pavilion	appartus
develope	governer
cataract	seperate
Anapolis	achieve
emmigrant	

CIVIL GOVERNMENT.

1. State reasons why the American people are better adapted to a republican form of government than are the people of Russia.

2. Name a provision of the U. S. Constitution which has not operated as it was intended, and state what amendment is therefore advocated.

3. (a) Give the consecutive number of the present national congress. (b) Is the present session the long or the short session?

4. State briefly how treaties are made and what branches of our national government are concerned in their making.

5. Distinguish between customs, or duties, and internal revenue.

6. How are U. S. supreme judges selected? What is their term of office?

7. What is meant by extradition?

8. Name the present incumbents of the following offices: Speaker of the National House of Representatives, U. S. Commissioner of Education, U. S. Secretary of Agriculture, the two U. S. senators from Nebraska, and the member of Congress from the congressional district of your residence.

9. State the provisions of law and the rulings of the State Superintendent in this state relative to reading circle work and attendance of teachers at county institutes.

10. Explain how you would correlate instruction in civil government and current events so as to stimulate interest in both subjects.

MENTAL ARITHMETIC.

Part I.

ANALYSIS.

1. A watch and chain cost $150, and ⅔ of the cost of the watch, plus $15, equals $95; required the cost of each. Analyze.

2. A cow cost $24, and 4-3 of the cost of the cow is 2-9 the cost of a horse; required the cost of the horse. Analyze.

3. A farmer sold ⅜ of his cows, and then had 25 cows remaining; how many had he at first? Analyze.

4. Present as you would to a fifth grade class: If 36 sheep are worth $95, what are 60 sheep worth at the same rate?

5. Present as you would to a seventh grade class: If ⅔ of an acre of land cost $36, what will 5-9 of an acre cost?

MENTAL ARITHMETIC.

Part 2.

RAPID COMPUTATION.

The superintendent will detach this list before distributing, and give exercise when all are ready. Allow ten minutes for completion; then collect answer papers and pin to Part I. Applicants will write numbers of problems and answers only.

1. A certain number diminished by 14⅓ becomes 19. What is the number?

2. If 7 pounds of coffee are worth $2.12, what are 35 pounds worth?

3. At the rate of 17 pounds of sugar for a dollar, how much can be bought for $2.50?

4. Multiply 84.6 by 100 and divide the result by 1000.

5. The volume of a square prism is 36 cu. ft., and the area of one of its ends is 9 square feet. What is the area of one of its sides?

ENGLISH COMPOSITION.

1. Give two rules for the use of the period and three rules for the use of the comma.

2. Give an outline for a composition on Indians.

3. What is the meaning of the following: "Night's candles are burned out."

4-5. "The side door of the house opened; a weeping woman came out; and with her was a tall Confederate Colonel of cavalry. Gallantly giving her his arm, he escorted her as far as the little gate, where she bade him good-bye with much feeling. With an impulsive movement he drew some money from his pocket, thrust it upon her, and started hurriedly away that he might not listen to her thanks. Such was his pre-occupation that he actually brushed into Stephen, who was standing beside a tree."—The Crisis.

(a) What is the first act from which we infer the presence of a sympathetic trait in the Colonel's character?

(b) What was the woman's attitude of mind toward him?

(c) Why did the Colonel not stay to hear her thanks?

(d) "With an impulsive movement, he drew some money from his pocket, thrust it upon her, and started hurriedly away." What does this suggest to you as regards the man? What does it suggest to you as regards the woman?

(f) Why did he not see Stephen?

(Fifty credits for English as shown by other papers submitted.)

AGRICULTURE.

1. Explain how weeds and underbrush waste valuable soil water in dry weather. Have weeds ever any value to farm land?

2. Describe an experiment to prove that plants contain mineral matter derived from the soil.

3. Give two distinct reasons why soil should be porous.

4. When may it be said of land that it is "run down"? What may be done to restore such land?

5. What are parasites? What is the Bordeaux mixture?

6. Explain the importance of packing the soil about planted seeds.

7. What is the purpose of grafting? Illustrate with drawings a method of grafting.

8. (a) Discuss the value of toads to the farmer or gardener.

(b) State reasons why the English sparrow should, if possible be exterminated.

9. What is meant by balanced ration?

10. Discuss the advantages of "diversified farming."

DRAWING.

1. Represent an open crayon box in front and below the level of the eye.

2. Make a border design using as a unit some form of leaf.

3. (a) Name the primary colors.

(b) At what place in the course of study should color first be taught?

4. Name and illustrate five geometrical figures, the construction of which should be taught in the grades.

5. Represent a landscape scene showing the horizon line.

THEORY AND ART.

Answer any six, retaining the original numbers.

1. What do you consider "perfect order" in a schoolroom, as applied to pupils?

2. Compare the value of the topical recitation, and the question and answer method.

3. Discuss the relation of the common school to the home and the church.

4. Will you allow whispering in your school? Give reasons for your answer.

5. What will you do in the first thirty minutes of a new school on the first day?

6. Tell how intuition differs from reason.

7. Discuss: "Teaching, both in manner and in method, must be adapted to the capacity of the one taught."

8. Discuss this principle: "Observation before reasoning."

PHYSIOLOGY.

1. Name the bone of the thigh, and mention the class of joints represented at each of its extremities.

2. Locate the following muscles; biceps, triceps, and sartorius; also the tendon of Achilles.

3. Show how muscular exercises refresh the mind after a period of study.

4. Explain how blood is transmitted from the arteries to the veins.

5. Give two reasons why the food should be thoroughly masticated before it is swallowed.

6. Explain dura mater; olfactory nerve.

7. Explain how the sensation of taste is produced.

8. Of what part of the skin are the nails a modification? Give three directions for the proper care of the nails.

9. (a) Give approximately the temperature that should be maintained in the schoolroom. (b) What exhalation from the lungs makes ventilation of living rooms necessary?

10. Discuss briefly the effect of tobacco upon the heart.

GRAMMAR.

1. Define and give example of (a) phrase. (b) clause.

2. Write sentences containing (a) a participle with an adverbial modifier, (b) a participle as an object of a preposition.

3. Write the declension of ox, child, knife, woman.

4. Diagram or analyze:

If we compare life in the family with life in society, the difference is vast.

5. Parse the underscored words:

This is the poem that was written by Longfellow.

6. Write the possessive plurals of lady, man, he, sister-in-law, tooth.

7. Write a sentence containing a verb in the passive voice, indicative mode, present perfect tense.

8. Write to Ginn and Co., publishers, 110-112 Wabash Ave., Chicago, asking them to send you a copy of Montgomery's American History. Enclose payment.

9. Write a sentence illustrating the use of the subjunctive mode.

10. Change to correct syntax, and justify your corrections:
(a) They were both alike.
(b) I recall you was his advocate at the time.
(c) Every one must judge of their own feelings.
(d) If he was there, he must have heard the speech.
(e) Which of the group is the taller?

ARITHMETIC.

1. Write in Roman letters 1906.
Write in words 3756.0498.

2. Define: fraction, mixed number, common divisor, improper fraction.

3. $21\overline{)252}$. Give clearly the devices and discussions you would use in explaining this problem.

4. What is the value of a pile of wood 195 ft. long, 8.4 ft. wide, and 6.3 ft. high, at $4.25 per cord?

5. The school tax of a certain town is $4782. If the rate of taxation is 3 mills on a dollar, what is the amount of taxable property?

6. B paid $.09375 a pound for a bale of cotton; he sold it at a gain of ⅛ of a cent a pound and received $45.60 for the bale. How many pounds did the bale weigh?

7. The sum of A's and B's ages is 76 years and ⅔ of A's age equals 3-5 of B's. How old is each?

8. A farmer has three farms containing respectively 168,216, and 240 acres, which he wishes to divide into fields of equal size, making the fields as large as possible. How many fields will each farm make?

9. A man insured his house for ¾ of its value at 1¼ per cent. The house was destroyed by fire and his loss was $1245. Find the value of the house.

10. Find the capacity in gallons of a cistern 8 ft. in diameter and 10 ft. deep.

READING.

1. Give a brief sketch of Longfellow, and name one of his most popular poems.

2. Write a short story of one of America's most successful and popular prose humorists.

3. Name one of the best modern textbooks in reading for the primary grades. Give reasons.

4. State some practical uses that may be made of the school library.

5. Give your method of teaching reading and literature in the advanced grammar grades.

6. Discuss the importance of the tone of voice in reading.

7. What are some of the advantages of having pupils read about things which are in season and about events as they occur?

ALGEBRA.

1. Write the symbols (a) of operation, (b) of relation, (c) of aggregation.

2. Factor: $a^2 - 2ab + b^2 - c^2 - 2cd - d^2$

also $a^3 b - ab^3 + a^2 b + ab^2$

3. Simplify: $\frac{1}{a(a-b)} + \frac{1}{(a-c)\ b(b-a)} + \frac{1}{(b-c)\ c(c-a)\ (c-b)}$

4. Simplify: $\frac{1}{x - \frac{1}{1+x^2}}$.

5. A cistern is supplied by three pipes ;the first can fill it in 6 hours, the second in 5 hours, and the third in 7 hours. How long will it take all three together?

6. The sum of two numbers is 47, and the quotient of one divided by the other is 5 and the remainder is 5. Required the numbers.

7. Expand: $(3x - 2y^2)^5$ putting all your work on the answer paper.

8. Solve: $\sqrt{x-1} + \sqrt{x-6} = 5$

9. A mirror 56 inches high and 60 inches wide has a frame of uniform width such that the area of the frame equals the area of the mirror. What is the width of the frame?

10. The sum of two numbers is 30, and the sum of their squares is 458. Required the numbers.

GEOMETRY.

1. Distinguish between theorem and problem.

2. Theorem: If two parallel lines are cut by a transversal, the exterior-interior angles on the same side of the transversal are equal.

3. Theorem: Two triangles are equal if two sides and the included angle of one are equal to two sides and the included angle of the other.

4. Theorem: The bisectors of the angles of a triangle meet in a point which is equally distant from the sides of the triangle.

5. Problem: To construct a circle having a given radius, and passing through two given points.

6. Problem: To circumscribe a circle about a given triangle.

7. Theorem: The bisector of an angle of a triangle divides the opposite side into segments proportional to the adjacent sides.

8. Problem: To find a mean proportional between two given straight lines.

9. Find the area of a triangle if the sides are 104, 111 and 175.

10. Problem: Find the side of the largest square that can be cut from a circular piece of wood whose radius is 15 inches.

U. S. HISTORY.

1. Why were the European nations anxious to get to India in the 15th century?

2. Show how the claims of England, France and Spain overlapped during the colonization period.

3. Name the colonies which were founded as a refuge or an asylum, and give purpose of founding each.

4. Tell of the capture of Quebec.

5. Make a list of five important battles of the Revolution, give names of American and English generals in command, and tell which side won.

6. What is a tax on foreign goods called, and what is the purpose of such a tax?

7. Explain why American trade grew so fast from 1800 to 1806.

8. List the original thirteen colonies as slave or free.

9. Compare the Kansas-Nebraska Bill with the Missouri Compromise.

10. What is a strike, and how are strikes settled?

GEOGRAPHY.

1. Define: Basin, divide, river system.

2. (a) What is meant by the term "central time"? (b) Explain the cause of change of time in traveling east or west.

3. Explain the cause of whirl winds.

4. Explain the direct cause of rain.

5. Name five of the leading national powers of the world and mention a source of strength of each.

6. Name the special characteristics of the Mongolian race and tell why said race is adapted to live in the country principally inhabited by it.

7. Name five states of the Union in which corn is one of the leading products.

8. (a) Name, in order, the five leading agricultural products of Nebraska. (b) Name two industries that are rapidly being developed in Nebraska.

9. The successful teaching of geography requires a knowledge of other branches of learning; name the most essential of these branches and tell how each is applied in geography teaching.

10. To what extent should the committing to memory of names of places, dates, etc., be required of pupils in the geography class? Give reasons for your answer.

PHYSICS.

1. Give definition for hardness and for elasticity.

2. A stone attached to a string is whirled around the hand. If the string break, what path will the stone describe? Discuss.

3. Give the mechanical advantage of an inclined plane 13 feet long used to raise a stone to top of a wall 5 feet high; first, when the force is applied parallel to the plane, and second, when applied parallel to the earth's surface. Solve for both instances. Weight of stone 100 lbs.

4. Explain how an iron ship floats.

5. Discuss the relation of the boiling point to pressure and to elevation.

6. What is meant by local action, and by polarization, in cells?

7. How is one able to determine distance and size of objects?

8. Distinguish between sound and sound wave.

BOTANY.

1. Tell of the germination and growth of the bean until the leaves appear.

2. Distinguish between underground stem and root, and give examples of each.

3. What is meant by terminal and what by lateral buds?

4. Tell how a perfect flower may differ from a symmetrical flower.

5. Explain the process of budding or grafting.

6. What is honey, and how related to botany?

FEBRUARY 16 AND 17, 1906.

BOOKKEEPING.

1. State the essential difference between single entry and double entry bookkeeping.

2. (a) Write a sight draft. (b) Who are the parties to it and what relation do they bear to each other?

3. Define three kinds of endorsements.

4. What can be said for and against the teaching of bookkeeping in the country schools?

5. (a) What is a trial balance? (b) When is it used?

6-10. Jan. 10, 1906—Continued my business with the following resources and liabilities: Cash $3000, mdse. $2000, bills receivable $500, bills payable $350; book accounts—John Anderson $75, Howard Hall $50.

Jan. 11—Sold to Joseph Smith, merchandise $125, receiving in payment, cash $35, his note for $50, balance on account.

Jan. 12—Bought of H. Johnson, on account, merchandise $700. Paid for set of office records $8.

Jan. 13—A fire in the basement of the store destroyed $200 of stock. No insurance.

Jan. 14—Howard Hall having failed and assigned his property in bankruptcy, his account was settled on a basis of 50 per cent.

Jan. 15. Journalize, post and close ledger.

Inventories: Mdse. $2400; office fixtures $50; unpaid clerk salary $25.

CIVIL GOVERNMENT.

1. Name two of the purposes, as recited in the preamble, for which the U. S. Constitution was established.

2. What is an alien? How may an alien become a citizen?

3. Name the three great branches of government, and indicate briefly the functions of each.

4. Define veto, quorum, consul, reciprocity, "graft."

5. Explain as you would to an eighth grade class the terms *popular vote* and *electoral vote* for President.

6. What cabinet officer is concerned with foreign affairs? What department has charge of public lands?

7. For what purpose, and how often is the U. S. census taken? What was the population of Nebraska and of the nation, according to the latest census?

8. Describe the Australian ballot system and discuss its merits.

9. What duty is imposed by law upon school districts in Nebraska in order that they may share in the apportionment of state school funds?

10. Give a brief review of the Nebraska railroad tax cases.

PENMANSHIP.

1. Outline a writing lesson, naming the grade.

2. Why should the letter forms for younger pupils be larger than those for pupils of higher grades?

3. Explain two exercises for developing speed.

4. What is meant by the muscular system?

5. Name three results that you seek to obtain in penmanship.

(Fifty credits for applicant's penmanship as shown by all answer papers.)

ORTHOGRAPHY.

1. Define: Vowel, consonant.

2. Tell how you would conduct a spelling lesson.

3. Write the following words and give a synonym of each: Cheerful, pleasure, discipline, defective, entice.

4. Syllabify and give diacritical markings of the vowels in each of the following words: Inquiry, advertisement, frontal, coupon, lapel.

5. In the following list some words are spelled correctly and some incorrectly. Rewrite, spelling all correctly:

exagerate	pluricy
falacy	cookoo
gauging	banana
seceed	bushel
succede	hemorage
successful	ravel
capsize	criticise

shaddow	restoraunt
tyrranical	billion
pronounciation	enroll
cataract	saillable
governor	absense
receved	

MENTAL ARITHMETIC.

PART I.

ANALYSIS.

1. If 4 apples cost 12 cents, what will 7 apples cost? Solve and explain as you would for a third or fourth grade class.

2. What is ⅓ of ¼? Analyze and explain as you would for a seventh or eighth grade class.

3. If ⅔ of a yard of cloth cost 8 cents, what will ¾ of a yard cost? Analyze and explain as you would for a fifth or sixth grade class.

4. A man paid me $20 more than 2-5 of what he owed me. Soon after he paid me 3-5 of the remainder, but he still owed me $40. How much did he owe me at first? Give complete analysis. Solve by arithmetic. No algebraic symbols permitted.

5. A and B agreed to plow a field for $120. A plowed ⅓ of the field and 5 acres besides and received $50. How many acres were there?

MENTAL ARITHMETIC.

Part 2.

RAPID COMPUTATION.

The superintendent will detach this list before distributing, and give exercise when all are ready. Allow ten minutes for completion; then collect answer papers and pin to Part 1. Applicants will write numbers of problems and answers only.

1. $4\times7+7\times6\div8\times9-65=?$

2. What will be the cost of 15 quarts of berries at 3⅓ cents a quart?

3. At $⅔ a bushel, how many bushels of salt can be bought for $18?

4. How much greater than ⅔ of 4½ is 1-5 of 24?

5. How many quarts of berries at $0.12 a quart will it take to pay for 4 yards of cloth at $0.165 a yard?

PHYSIOLOGY.

1. Describe and give functions of (a) periosteum; (b) dentine.

2. (a) Name three uses of the muscles. (b) Mention four beneficial results of sufficient exercise of the muscles.

3. Make a simple, inexpensive bill of fare for one day, consisting of highly nutritious and easily digested foods.

4. Name and briefly describe the parts of the alimentary canal.

5. Tell where and how the blood is mainly purified.

6. Of what use are tears? By what secreted? What provision is made for their escape from the eye in ordinary quantities?

7. State reasons for bathing and habits of cleanliness.

8. State the function of the cerebrum.

9. What provision is made in the statutes of Nebraska for instruction in the effects of alcohol and narcotics upon the human system?

10. How do you fulfill the requirements of this law (a) before the pupil is given the text book?; (b) after the pupil is given the text book?

DRAWING.

1. Represent an open crayon box to the left and below the eye of the observer.

2. Represent a group of three objects based on the sphere.

3. Represent a roadway with fence at one side.

4. Of what special value to the pupil is the ability to construct the common geometrical forms?

5. In what particular is the ability of the teacher to draw well, valuable in geography teaching?

THEORY AND ART.

1. Define (a) conscience, (b) consciousness.

2. Give three objects of a recitation.

3. How would you deal with tardiness in a country school?

4. Discuss this principle: "From the known to the related unknown."

5. How are the powers of the mind developed and trained?

6. Of what use is drill work in teaching? How may this be abused?

7. Describe a way in which pupils below the third reader class can be profitably occupied at their desks.

8. What daily preparation should the teacher make?

9. How may a teacher encourage a taste for good reading in the country schools?

10. Name two ways of teaching morals in the schoolroom.

AGRICULTURE.

1. Explain how the death of animals and plants contributes to the fertility of the soil.

2. (a) Name the five leading plants cultivated in Nebraska.
(b) What peculiarity or habit makes each of value to us?

3. (a) What is plant disease? (b) Name a disease which affects each of the five chief crops of Nebraska.

4. Explain why birds are protected by law.

5. How should seed corn be selected? Discuss fully in the light of recent experimentation.

6. What is the economy of propagating some plants by seeds and others by buds?

7. (a) Give two ways in which nature often protects its plants from the frost. (b) How may the farmer do it?

8. Name four useful domestic animals and give the use of each.

9. Name the five most harmful insects in Nebraska.

10. Discuss the value of tree culture with relation to the future growth and development of western Nebraska.

ENGLISH COMPOSITION.

1. How will you assist pupils in acquiring a wide or extensive vocabulary?

2. Write sentences illustrating the difference in meaning of the following synonyms: Abstain, forbear; character, reputation; custom, habit; difficulty, obstacle; think, believe.

3. Rewrite the following, supplying the proper punctuation marks: Hes a comical old fellow said Scroogs nephew thats the truth and not so pleasant as he might be however his offenses carry their own punishment and I have nothing to say against him.

4-5. "Later on, down a side street, he pauses before a house with its face blown away. On the verge of one of its jagged floors is an old four-posted bed, and beside it a child's cot is standing pitifully, the tiny pillow still at the head, the little sheets thrown across the foot. So much for one of the navy's shells."—The Crisis.

(a) What had happened to the house?
(b) What was the room that became exposed used for?
(c) How many individuals had used it?
(d) Was the room in use at the time the catastrophe occurred? How do you know?
(e) Was it occupied? Why do you think so?
(f) What two things make the whole especially pathetic?

6. Discuss the importance of letter writing as one means of teaching English composition.

GEOMETRY.

1. Define Geometrical surface. Distinguish between axiom and postulate.

2. Theorem: The sum of the three interior angles of a triangle is equal to two right angles.

3. Theorem: The bisectors of the base angles of an isosceles triangle are equal.

4. Problem: To circumscribe a circle about a given triangle.

5. Problem: To construct a square equivalent to a given rectangle.

6. Theorem: The areas of two similar triangles are to each other as the squares of any two homologous sides.

7. Problem: The chord of an arc is 24 inches and the height of the arc is 9 inches. Find the radius of the circle.

8. Problem: Find the locus of a point at a given distance from a given circumference.

GRAMMAR.

1. Illustrate by written sentences the past and past perfect tenses of fly, flow, flee.

2. Define declension, conjugation.

3. Write sentences to illustrate: (a) Noun clause; (b) adjective clause; (c) adverbial clause.

4. Diagram: "*He who first taught* the principles of Christianity knew well what would be the *consequences.*"

5. Parse the italicized words in the above sentence.

6. Write a sentence containing: (a) A relative pronoun, (b) an adjective pronoun, (c) an adverb of manner, (d) an adjective in the comparative degree.

7. Write a letter of application for a position as teacher.

8. "You may use my sled, Mary. Do you want to?" "Oh yes, indeed!" said Mary. "Thank you, Fred."

(a) What "hint" in the above about Mary?

(b) What "hint" about the little boy who offered the sled?

9. Write sentences to illustrate three different uses of the infinitive.

10. Make necessary corrections in the following sentences and give reasons for corrections:

(a) He told me to sit it down and I sat it down.

(b) I found it laying on the floor.

(c) We shall give it to whoever seems to need it most.

(d) I met a man whom I have no doubt was your uncle.

(e) Every man, woman, and child is going to the celebration.

ALGEBRA.

1. Define: (a) coefficient; (b) exponent; (c) root; (d) power.

2. Factor: (a) $x^2-2ax-3bx+6ab$

(b) $x^2-21x+38$.

3. Find the H. C. F. and L. C. M. of

x^2+x-12,

x^2-4x+3,

and $x^2+2x-15$.

4. Solve: $\dfrac{a^2-a-6}{a^2-a-2} \times \dfrac{a^2-2a-3}{a^2+a-2} \div \dfrac{a^2-9}{a^2-2a+1}$

5. Solve: $\dfrac{\frac{2x-3}{2} - \frac{3x-1}{4}}{\frac{5}{3}} - \dfrac{\frac{x+1}{5}}{\frac{1}{4}} = -.$

6. Solve by comparison: $2x+3y=23$
$3x+5y=37.$

7. Expand, by formula, putting all your work on answer paper.
$(x+y+z)^3$

8. Extract the square root of:
$$\frac{x^4}{4}+x^3+4x^2+\frac{2x}{3}+\frac{1}{9}$$

9. Simplify: $a^{\frac{m}{m-n}} \div a^{\frac{n}{m+n}}$
And explain.

10. Find two numbers, such that the first divided by the second gives a quotient of 9 and a remainder of 3, and their product is 240.

READING.

1. Name the authors of each of the following poems: (a) The American Flag; (b) Thanatopsis; (c) Evangeline; (d) Barbara Frietchie; (e) The One-Hoss Shay.

2. Name the author of each of the following selections:
(a) The Autocrat of the Breakfast Table.
(b) Poor Richard's Maxims.
(c) Rip Van Winkle.
(d) The Last of the Mohicans.
(e) Uncle Tom's Cabin.

3-4. Give a *model* program for a Washington—Lincoln Day celebration by your school.

5. State four reasons *why* everybody should learn to read.

6. Discuss the importance of learning *what* to read.

7. Give reasons as to which is the more difficult for a child learning to read:
(a) "Does the fat rat see the cat on the mat?"
(b) "Hiawatha lived in a wigwam with old Nokomis."

8. To what extent should the study of pictures be used in teaching reading?

9. Give hints for word study as related to the reading lesson.

10. Contrast your methods of conducting a primary class in reading with those you employ in the seventh and eighth grade.

ARITHMETIC.

1. Define and give examples of prime, concrete, integral, simple, and denominate numbers.

2. How does long division differ from short division? By means of an example illustrate how you would teach long division to beginners.

3. A pole 63 feet long was broken in two pieces, of which one was 2-5 the length of the other. What was the length of the parts?

4. Divide 1-9 by 4-5. Explain your method.

5. The product of three factors is two thousandths. Two of them are five tenths and sixteen hundredths. Find the other factor.

6. From 1-12 of a bushel subtract 7-9 of a quart.

7. At what rate must $1250 be loaned to gain $125.75 in 3 years, 3 months, and 18 days?

8. At an annual school meeting a tax of $703.80 was voted. The assessed valuation of a district is $65350, how much is A's tax on an assessment of $2800?

9. The hypotenuse of a right-angled triangle is 20 inches, and the base is 16 inches. What is the perpendicular?

10. A pupil wishing merely to "get the answer" to the problem, tries adding, then dividing, etc., until he finally stumbles upon the answer. Explain the trouble and give your remedy.

BOTANY.

1. Describe the cotyledons as to location and uses.

2. Name, illustrate by drawing, and describe two classifications of roots.

3. Define and give illustration by citing examples of each; Annual, biennial, and perennial plants.

4. Discuss propagation by means of budding and distinguish between budding and grafting.

5. Give meaning of the following terms as applied to flowers: Perfect, complete, regular, symmetrical.

6. Give physiological structure of the leaf.

7. Discuss: Absorption, circulation, respiration, and assimilation, as carried on by the exogen.

8. Give general discussion of Cryptogams.

9. Discuss structure, contents, and life of the plant cell.

10. Discuss the flora of Nebraska.

U. S. HISTORY.

1. Give a short account of the settlement at Plymouth.

2. Tell about Hudson's voyage.

3. Give account of some religious observances of the colonists which would appear strange to us now.

4. Give the purpose of the Navigation Act.

5. Name and give result of each of five battles in which Washington was commander.

6. Give the results of the Spanish-American War.

7. Give the purpose and results of the Lewis and Clarke expedition.

8. State briefly the substance and purpose of the Monroe Doctrine.

9. Contrast the views of Webster and Calhoun as to the permanency of the Union.

10. Give the purpose of the "Homestead Law."

PHYSICS.

1. Distinguish between Mass Motion and Molecular Motion, and give illustrations of each.
2. Distinguish between volume and weight.
3. Define pendulum and give uses.
4. Give method of finding the specific gravity of solids.
5. Explain the use and principles of the Magdeburg hemispheres.
6. Discuss convection as applied to heating and ventilating rooms.
7. Explain the speaking tube.
8. Explain the solar spectrum.
9. Explain the tangent galvanometer.
10. Give two ways of arranging cells to form a battery, and give advantages of each.

GEOGRAPHY.

1. Define: equator, watershed, canyon, prime meridian.
2. Account for differences in temperature, in the same latitude, between places of different elevation.
3. What effect is a great extent of sea-coast likely to have upon (a) the climate of a country, (b) the occupations of the people?
4. Give the location of Hawaii and the Canal Zone; name the principal city and tell something of the government of each.
5. Give a general discussion upon the formation of mountains.
6. Name the special characteristics of the Malay race and tell why said race is adapted to live in the country principally inhabited by it.
7. Make an outline for a geography lesson on the leading industries of the State of Nebraska.
8. Upon reaching Long Pine, Alliance, North Platte, or McCook, you must change your watch one hour. Will it be later or earlier? Give reasons.
9. Where is the great manufacturing section of the United States, and what natural advantages does it possess for manufacturing?
10. Name in order of size and locate the five largest cities in the United States.

MARCH 16 AND 17, 1906.

BOOKKEEPING.

1. (a) Into what does Loss & Gain account close? (b) When and how?
2. State when to debit and when to credit bills payable; bills receivable.
3. How are promissory notes, checks, sight drafts, and sight time drafts disposed of in bookkeeping?
4. Explain inventory, days of grace, certificate of deposit, insolvency, exchange.

5. (a) What is meant by protesting a note? (b) How may the endorser of a check escape responsibility?

6-10. The following are the ledger balances of the firm of Goetz & Hurlbut after six months' business, ending March 16, 1906:

Dr.	Acct.	Cr.
$3874.70	Mdse.	
598.80	Cash	
	Stock	$6274.
2594.25	Personal Accts	1083.80
612.	Bills Rec.	
591.44	Expense	
	Interest & Discount	17.39

The amount of merchandise on hand, as shown by inventory, was $5140.50, and the amount of fixtures previously charged to expense $140.25. Make out the final loss and gain account, showing the gain or loss on the six months' business.

CIVIL GOVERNMENT.

1. (a) What were the Articles of Confederation?
(b) When was the Constitution of the United States adopted?

2. Discuss "initiative and referendum."

3. (a) What is naturalization? (b) What one political right does a native born citizen possess over a naturalized citizen?

4. What reason can you give for (a) the existence of two houses of Congress; (b) the different methods of choosing the members?

5. How is a territory represented in Congress?

6. What is impeachment? Which house of Congress has the sole power of impeachment?

7. In what two ways do the people contribute to the support of the national government?

8. Explain purpose and powers of the annual school district meeting.

9. Discuss the railroad rate bill now pending in Congress.

10. How is the value of property determined for purposes of taxation in Nebraska?

PENMANSHIP.

1. (a) What do you consider the most important characteristic of good penmanship? (b) How would you lead your pupils to attain it?

2. (a) Name three common faults of writing. (b) State how they may be overcome.

3. Give rules for spacing between letters and words.

4. What kinds of class drill would you employ to secure freedom of movement?

5. Why should beginners make large letters?

(Fifty credits for applicant's penmanship as shown by all answer papers.)

ORTHOGRAPHY.

1. Which exercise should be more frequent, written or oral spelling? Why?

2. How should the written exercises be corrected?

3. Define: Synonym, homonym, antonym.

4. Give abbreviations for: Legislature, gentleman, post-office order, bachelor of laws, amount.

5. Give two general rules for spelling and a word to illustrate each.

6. In the following list some words are spelled correctly and some incorrectly. Rewrite, spelling all correctly: (25 credits.)

alfalfia	buisiness
grammer	enough
sieze	Chicamauga
separate	Panama
audible	icycle
superseed	bureau
neccessary	etiquette
quadrille	judgement
woolly	Britian
liesure	inteligent
musilage	artillery
ventelate	gorilla
comparative	

MENTAL ARITHMETIC.

1. How many times is 3 contained in four-fifths? Solve and explain as you would to an eighth grade class.

2. If ¾ of a ton of hay cost $15, what will four-fifths of a ton cost? Solve and explain as you would to a sixth grade class.

3. If ⅔ of the value of a carriage is equal to ¾ of the value of a horse, and the value of the carriage is $20 more than the value of the horse, what is the value of each?

4. A and B agree to perform a piece of work, A receiving $2 and B $3 a day; A works twice as many days as B, and they together receive $70; how many days did each labor?

5. A man in trade lost two-fifths of the money he invested, after which he gained $700; he then had $3400. What was his total loss? Give complete analysis.

RAPID COMPUTATION.

(The superintendent will detach this list before distributing, and give exercise when all are ready. Allow ten minutes for completion. Then collect answer papers and pin to Part 1. Applicants will write numbers of problems and answers only.)

1. What is the difference between ⅔ of 24 and the number of which 9 is ⅔?

2. ⅔ of a certain number, increased by ¾ of the same number equals 34; give the number.

3. At 8⅓ cents a yard, how many yards of cloth can you buy for $2.25?

4. A boy gave 25 cents for a knife, and sold it for 30 cents; what per cent did he gain?

5. A teacher's grades in the five essentials in the February examination were as follows: Reading 93, arithmetic 65, geography 89, grammar 86, history 78. What was her average in these five subjects?

DRAWING.

1. Upon what three type solids may all study of form be based?

2. Which is more beautiful, a straight line or a curved line? Why?

3. Represent a crayon box above and to the right of the center of vision.

4. Define vertical, perpendicular, horizontal, oblique and diagonal as used in drawing.

5. Draw a leaf of some common plant; conventionalize the same as a design for a textile fabric.

AGRICULTURE.

1. What place have the earth-worm, ant and all burrowing animals taken in the work of soil making?

2. (a) Mention some of the advantages of drainage. (b) How is it best effected?

3. Name the species of corn and wheat that prevail in Nebraska.

4. Give the names of three kinds of swimming birds and tell what they eat.

5. In what way do scavenger insects aid man?

6. How does the parent plant give the young plant a "start in life"?

7. Explain the source of sweet potato plants and of Irish potato plants.

8. Give three ways in which the air may be cooled to form rain.

9. What are the distinguishing characteristics of roadsters and draft horses?

10. (a) Give common instances of lack of care of domestic animals. (b) Give the injury, financial or otherwise, from such neglect.

THEORY AND ART.

1. Define: maxim, judgment, induction, deduction.

2. Give the purpose of discipline.

3. Name the faculties of the mind especially cultivated by the study of: (a) Form and color, (b) geography, (c) arithmetic.

4. Discuss: The concrete before the abstract: sense knowledge before thought knowledge.

5. Give the use and value of the written test.

6. What constitutes a good question?

7. To what extent should the child be required to recite in the words of the book?

8. What is your idea of the meaning of "being thorough"?

ENGLISH COMPOSITION.

1. Improve the following: (a) The exercises harden not only the muscles but also train the mind? (b) Running as fast as possible, the burning building was at last reached.

2. Make a single sentence of the following: I began to think seriously of matrimony. I chose my wife as she chose her wedding gown. She did not choose her dress for a fine, glossy surface. She chose it for such qualities as would wear well.

3. Copy the following selection, supplying the proper capitals and punctuation marks:

You need be under no uneasiness cried i about selling the rims for they are not worth a sixpence for i perceive they are only copper varnished over what cried my wife not silver the rims not silver.

4. Write a letter of introduction.

5. Give methods of promoting (a) fluency of speech; (b) accuracy in punctuation, capitalization and spelling.

6-10. I saw an old lady, who was evidently poor, crossing the street and carrying a basket of apples. She slipped, and some of the apples fell from the basket and rolled about on the ground. Robert, a boy of ten years, ran out and picked up the apples for her. She thanked him and said, "God bless you, my boy, and your *mother*, too."

(a) What hints did the old lady get from this act of Robert's? (b) What hints do you get concerning Robert? (c) What hints are given you about the old lady? (d) Tell the effect of each hint upon your feelings. (e) What use would you make of the above narrative in teaching a lesson on character?

PHYSIOLOGY.

1. Briefly describe nature's process of repairing a broken bone.

2. Describe the two general kinds of muscles.

3. (a) Name two parts of the body in which starchy foods are digested. (b) What fluid is employed in each case?

4. What is the lymph?

5. Tell some of the effects of too rapid eating.

6. How do you distinguish by the flow of blood whether an injury affects a vein, an artery or the capillaries?

7. Define respiration and state its object.

8. Define bronchitis, pleurisy.

9. Describe the process of hearing.

10. Describe the effects of alcohol upon the nervous system.

GEOMETRY.

1. Draw and name the different classes of quadrilateral figures.

2. Theorem: If two angles of a triangle are equal, the sides opposite are equal, and the triangle is isosceles.

3. Theorem: The line drawn from the center of a circle to the middle of a chord is perpendicular to the chord.

4. Problem: To divide a given right angle into three equal parts.

5. Problem: Through a given point to draw a tangent to a given circle.

6. Problem: To construct a square, having given the diagonal.

7. Theorem: Two similar polygons are composed of the same number of similar triangles, similarly placed.

8. Problem: The sides of a triangle are 104, 111, and 175 feet respectively. Find the area.

9. The area of a square circumscribed about a circle is twice the area of the inscribed square.

ALGEBRA.

1. What principle is involved in transposition? In clearing an equation of fractions?

2. Simplify: $10-x-\{-x-[x-(x-5-x)]\}$

3. Factor: (a) $9a^2+12a+4$
(b) $3x^2-10ax+7a^2$

4. Find the H. C. F. and the L. C. M. of:

$x^2-5ax+4a^2$, and $x^2-3ax+2a^2$

5. Simplify: $\dfrac{1}{x(x-y)(x-z)}+\dfrac{1}{y(y-x)(y-z)}-\dfrac{1}{xyz}$

6. A certain fraction becomes equal to nine-elevenths if one is added to twice the numerator, and equal to ⅓ if 3 is subtracted from its numerator, and from its denominator. Find the fraction.

7. Expand $(2x+3y)^4$ by formula, putting all work needed, on answer paper.

8. Solve: $\sqrt{9x+40}-2\sqrt{x+7}=\sqrt{x}$

9. Solve: $x^2+xy=24$
$xy+y^2=40$

10. The difference of two numbers is 6, and their product exceeds their sum by 39. Find the numbers.

ENGLISH GRAMMAR.

1. Illustrate in sentences, proper, interrogative, demonstrative, distributive and numeral adjectives.

2. Define comparison, and state what parts of speech are compared.

3. Name and use in sentences four classes of pronouns.

4. (a) Write a sentence containing an adjective phrase. (b) Write a sentence containing an adverbial phrase modifying an adjective.

5. Write a compound-complex sentence.

6-7. Analyze the following sentence: *As* we travel *inland*, places are pointed out to us *where populous* cities once *stood*..

8. Parse the italicized words in the foregoing sentence.

9. Write a letter to the Department of Agriculture, Washington, D. C., requesting a list of bulletins and circulars available for free distribution.

10. State briefly the results at which you aim in teaching grammar, and how you know when you have secured such results.

ARITHMETIC.

1. Write all the signs used in arithmetical operations, naming the use of each.

2. Recently a brilliant eighth grade class of 12 pupils in one of our great cities, was giving a wonderful exhibit of oral solutions in arithmetic. Supt. C. A. Fulmer of Beatrice was granted permission to give this class a simple problem in multiplication. The problem was to multiply 67389 by 789, which he wrote on the blackboard asking pupils to solve on paper. At the close of 5 minutes, when the last pupil had finished, it was found that not one pupil had the correct answer. What were the defects in teaching this subject? How would you correct such teaching in your school?

3. Explain the advantage of changing the form of a fraction and not its value. Illustrate as you would to a seventh grade class.

4. From two, and two and one seventh hundredths, subtract one and two thirds thousandths. Express the answer decimally both in figures and words.

5. Required the number of yards of carpet needed for a floor 20 feet long and 15 feet wide, the strips ¾ of a yard wide to be laid lengthwise of the room.

6. Explain whether there is a gain or loss in selling two articles at the same price when the gain per cent on one equals the loss per cent on the other.

7. Find the difference between true and bank discount on a note of $100 payable 90 days after date, discounted at 6 per cent.

8. A and B hire a pasture for $30. A puts in 8 cows for 10 weeks and B 6 cows for 12 weeks. How much should each pay? Solve by proportion.

9. In marking pupils' answer papers in arithmetic, credit should be given for correct results only. Give reasons for or against this method of marking.

10. How many gallons of water will a vat in the form of a cylinder hold, whose inside dimensions are—base 8 feet in diameter, height 7 feet?

READING.

1. (a) What elements are included in expression?

(b) Distinguish between emphasis and accent.

2. Indicate the advantage of the preparatory conversation about the reading lesson.

3. How do you seek to interest your pupils in good literature?

4. (a) What is the value of story telling in teaching reading?

(b) What three characteristics should such stories possess?

5. Name a production of each of the following authors: Oliver Wendell Holmes, Benjamin Franklin, J. Fenimore Cooper, Washington Irving, Harriet Beecher Stowe, Joseph Rodman Drake, William Cullen Bryant, Henry Wadsworth Longfellow, John Greenleaf Whittier, James Whitcomb Riley.

6-10. To what extent may the teaching of reading be correlated with language, history, geography and nature study without defeating the real purposes of the reading lesson?

BOTANY.

1. Distinguish between seedling and graft as applied to fruit-trees.

2. Discuss the tuber.

3. Distinguish between simple and compound leaf.

4. Define: (a) Gamopetalous, (b) Irregular, as applied to flowers.

5. Discuss the structure of the bark.

6. Give the characteristics of the flower of the Rosaceae.

7. Discuss the fern as to growth and propagation.

GEOGRAPHY.

1. Define: equinoxes, solstice, zenith, latitude, longitude.

2. Explain how latitude and longitude affect the time of sunrise.

3. Give the causes of the change of seasons.

4. What kind of government has Great Britain, Russia, Cuba, France, and Germany?

5. Why is China so isolated? How has this characteristic reflected itself in the people?

6. Name three unproductive regions of the United States and give reasons therefor.

7. Name and locate the state educational institutions of Nebraska.

8. Give suggestions for the first lessons in geography.

9. What movement is now being promoted to reclaim some of the arid regions of Nebraska?

10. Explain how the Government Weather Bureau forecasts the weather.

PHYSICS.

1. Define velocity.

2. Is it true that a projectile thrown horizontally and one dropped perpendicularly under the influence of gravitation alone, will strike the surface at the same time? Discuss fully.

3. Which is heavier, a pound of pine wood or a pound of iron? Explain your answer.

4. Give illustration and discussion of heat produced by percussion.

5. Discuss absolute temperature.

6. Give the mechanical principles.

7. Explain refraction.

HISTORY.

1. Give an account of the voyage of the Cabots, and discuss its importance to their country.

2. Tell the story of Pocahontas.

3. Give an account of the introduction of slavery into the colonies.

4. Review the explorations of LaSalle.

5. Give a topical review for the study of the Revolutionary War.

6. Name an interesting event associated with each of the following dates: 1492; 1607; 1776; 1820; 1863.

7. Tell about the writing of the poem: The Star Spangled Banner.

8. Discuss the Dred Scott Decision.

9. Give an account of the laying of the Atlantic Cable.

10. Name five topics which should receive attention in teaching current events.

APRIL 20 AND 21, 1906.

BOOKKEEPING.

1. Give two general rules for the generalizing of accounts.

2. Name four essential conditions to a contract.

3. Write the following: (a) Joint promissory note. (b) Sight time draft accepted.

4. Make the proper journal entry when the bank discounts other persons' written obligations, giving you the proceeds in cash.

5. Name the book of original entry and give reasons for such designation.

6-10. The following is the balance sheet of unclosed accounts of the Globe Hardware Company after six months' business, ending April 16, 1906:

Dr.	Acct.	Cr.
$10,372.20	Mdse.	$6,497.50
6,280.	Cash	5,681.20
1,951.	Globe Hardware Co.	8,225.
2,594.25	Personal account	1,083.80
1,250.	Bills receivable	638.
826.	Expense	234.56
39.33	Interest and discount	56.72

The amount of merchandise on hand, as shown by inventory April 16, 1906, was $4,140.25, and the amount of fixtures previously debited to expense $325. Determine the Globe Hardware Company's present worth, and close its account in the ledger.

CIVIL GOVERNMENT.

1. What, in your opinion, is the most important clause in our constitution?

2-3-4. (a) In whom are the legislative powers of your county and state vested? (b) The law enforcing powers? (c) The law interpreting powers?

5. What authority passes on the constitutionality of legislative acts?

6. Explain the ways and means whereby the national government obtains sufficient revenue for its running expenses.

7. All property in Nebraska is subject annually to three specific tax levies. Give each class and name the body determining it.

8. Who are entitled to vote at school district meetings?

9. Name the county and state officers of Nebraska to be elected at the next general election.

10. What is meant by the direct primary system of nomination?

PENMANSHIP.

1. What relation have position and pen holding to the character of the writing?

2. Make a copy of the capitals and small letters of the system you teach.

3. Explain briefly your methods in teaching (a) beginners; (b) more advanced pupils.

4. In what grade would you introduce the use of pen and ink?

5. As a specimen of your penmanship, write some memory gem.

6. Fifty credits for applicant's penmanship, as shown in all papers submitted.

ORTHOGRAPHY.

1. Syllabify and mark the accent in each of the following words:

formidable contumely
illustrate inquiry.
genuine

2. Give correct abbreviations for the following:

Captain	Secretary
Department	Superintendent
Numbers	

3. Write sentences containing the following words and their homonyms: mane, wait, cede, I'll, hoard.

4. Define prefix, suffix, affix, vowel, consonant.

5. Give three uses of the apostrophe in the spelling of words.

6-10. Some of the following are correct, some incorrect. Rewrite, spelling all correctly:

chieftian	untill
judgement	indispensable
diphtheria	phlegm
analysis	Febuary
recieve	Artic
advertisment	discipline
arraign	government
ecstasy	polotics
changeable	leutenant
movable	stationery
blamable	turkeys
ladys	babys
calcium	

MENTAL ARITHMETIC.

Give complete analysis of the following problems. Solutions by algebra not accepted.

1. How many times is ¾ contained in 4? Solve and explain as you would to a sixth grade class.

2. Sixty dollars is three-fifths of what B gave for a horse, and the cost of the horse, increased by its three-fifths, is five times what he paid for a sleigh; required the cost of the sleigh.

3. Twenty-four dollars is 4 per cent. of the sum of A's and B's fortunes; how much money has each, provided A has twice as much as B?

4. When B was married he was 25 years old, and three-fifths of his age was 3 years more than ⅔ of his wife's age; required the age of his wife.

5. What is the principal method you use in teaching mental arithmetic?

Part. II.

The superintendent will detach this list before distributing, and give exercise when all are ready. Allow ten minutes for completion; then collect answer papers and pin to Part 1. Applicants will write numbers of problems and answers only.

1. If ⅔ of a yard of cloth cost four-fifths of a dollar, what will ¾ of a yard cost?

2. If two times a number, increased by 8, equal three times the number, what is the number?

3. A grocer paid $6.40 for a bushel of cranberries; how shall he sell them a quart to gain 2 cents a pint?

4. Three-fourths of 8 per cent. is what per cent. of 30 per cent.?

5. Having ¾ of a bushel of apples, I gave ¾ of them away; what part of a bushel remained?

ENGLISH COMPOSITION.

1. Punctuate and capitalize the following: The boast of heraldry the pomp of power and all that beauty all that wealth e'er gave await alike the inevitable hour the paths of glory lead but to the grave.

2. Correct the following: I did not like him saying that before all the others. How high did you say the Washington monument was? He determined to immediately ask the teacher's pardon. It is my wish to most completely repair the injury I have done them. He was taking a step the consequences of which he was not quite sure.

3. Tell by effects that it has been raining; that the man is old; that it is spring.

4. Reconstruct the following sentences, so as to add to their strength: (a) The young men will, I fear, be discontented always. (b) I will come on Wednesday, perhaps. (c) William was the more attentive, but his brother studied more. (d) About the time of Solon the custom is said to have been introduced, and which still remains of writing in lines from left to right.

5. Write a letter of congratulation.

DRAWING.

1. What points should be carefully observed in teaching drawing?

2. What use may be made of drawing in teaching geography?

3. Represent an open crayon box below and to the left of the eye.

4. Represent an outdoor scene, showing the horizon line, a tree and a section of fence.

5. Make a border design, using two geometrical figures as units.

AGRICULTURE.

1. Of what does soil consist? What is the source of the organic matter in the soil?

2. Give approximate dates for planting each of the following: field corn, winter wheat, oats, Irish potatoes, apple trees.

3. Why is the common house cat a great enemy to the farmer?

4. What is the advantage gained (a) by treating seed potatoes to a formalin bath before planting; (b) by spraying the foliage of the potato plant?

5. Distinguish between budding and grafting.

6. Mention two ways in which the farmer may be benefited by the United States weather predictions.

7. What is the chief value of the state and county fair to the farmer?

8. How would you treat wheat seed to prevent smut in the future crop?

9-10. Make a drawing to illustrate an ideal farm garden, including various small fruit, as well as vegetables.

THEORY AND ART.

1. Is knowledge, or mental development the true aim and end of teaching? Give reasons.

2. Discuss the soundness of this statement: A thing known can be told.

3. Give three decisive reasons for thoroughness in teaching.

4. (a) How long shall the pupil be kept on the same lesson without wasting energy and destroying interest? (b) How long on the same study?

5. It is charged that our schools fail to develop independence of thought and action. Is the trouble (a) too much help on the teacher's part, (b) or too little help, (c) or is the help not given in the right way? Give reasons.

PHYSIOLOGY.

1. What advantages in having the heads of bones large?

2. Give three uses of muscles.

3. Why is milk so nearly a perfect food?

4. State objections to a strictly vegetable diet.

5. What is the shortest general path a particle of blood can take in going from one side of the heart to the other?

6. Explain why worrying is injurious.

7. Give three uses of the nose.

8. Why is it more healthful to sleep on a bedstead than on the floor?

9. (a) Give cause of dandruff. (b) Suggest a cure.

10. What recent enactment by our state legislature has had an important bearing upon the use of alcoholic stimulants?

GEOMETRY.

1. Distinguish between theorem and corollary.

2. Theorem: The bisector of the vertical angle of an isosceles triangle bisects the base and is perpendicular to the base.

3. Theorem: The opposite angles of a parallelogram are equal.

4. Theorem: A straight line perpendicular to a radius at its extremity is tangent to the circle.

5. Problem: To construct a circle which has its center in a given line and passes through two given points.

6. Theorem: If two cords intersect within a circle, the product of the segments of the one is equal to the product of the segments of the other.

7. The sides of a triangle are 7, 9, and 11. Is the triangle right, acute, or obtuse? Give your reasons.

8. The bases of a trapezoid are 16 feet and 10 feet; each leg is 5 feet. Find the area of the trapezoid.

READING.

1. (a) Name two short poems that you would recommend for children's memorizing. (b) Why would you recommend these?

2. Should stories told in the schoolroom be absolutely true? Why?

3. (a) Name three standard writers for children.
(b) Name two standard periodicals for children.

4. (a) What famous poem is based on an event of the Revolution?
(b) What famous poem is based on an event of the Civil War?

5. How do you conduct a reading lesson in supplementry work?

6. Give three suggestions on the teaching of current events.

7. What is your method of dealing with the child who is "backward" in reading?

8. Outline a lesson on "The Village Blacksmith" for third grade pupils.

9. What are figurative expressions? Give two examples.

10. Give a quotation from Longfellow.

ALGEBRA.

1. Define (a) equation, (b) member, (c) term, (d) unit.

2. Explain the meaning of the minus sign in such expressions as $-7a$, or $-3b$.

3. Factor $a^2 + b^2 - c^2 - d^2 - 2ab - 2cd$, also $1 - 9x - 10x^2$

4. Simplify $\dfrac{x^2 - 7x + 6}{x^2 + 3x - 4} \div \dfrac{x^2 - 14x + 48}{x^2 - 10x + 24} \div \dfrac{x^2 + 6x}{x^3 - 8x^2}$

5. Solve $\dfrac{x}{a} + \dfrac{x}{b} - \dfrac{x}{c} = d.$

6. A can do a piece of work in six days, B in nine days, and C in eight days. How long will it take all of them to do the work?

7. Find the square root of $9x^4 - 18x + 1 + 87x^2 - 54x^3$

8. Multiply $2\sqrt{6} - 3\sqrt{5}$ by $\sqrt{3} + \sqrt{2}$

9. Solve $2x^2 - x + a = 2a^2$

10. The diagonal of a rectangle is 25 inches. If the rectangle were 4 inches shorter and 8 inches wider, the diagonal would still be 25 inches. Find the area of the rectangle.

GRAMMAR.

1. Define substantive, antecedent, appositive, voice, participle.

2. Give the conjugation of the verb *see* in the present perfect tense. indicative mode.

3. Expand the following sentences, changing the italicized words, first to phrases, and then to clauses: (a) *Wise* men are respected. (b) *Wisdom* is the principal thing.

4. "Robert and his friend read and discussed Dante and Milton." The foregoing contains eight statements. Express them separately in eight sentences.

5. Analyze the following sentence: My mother's uncle visited us before he sailed for Europe.

6. Use in sentences (a) a participial phrase; (b) an infinitive phrase. Tell how each is used.

7. Write a short letter to your county superintendent, acknowledging receipt of his reading circle announcement, and informing him as to your attitude toward his plans.

8. Give two common errors of speech, and tell how you will correct the same in pupils.

ARITHMETIC.

1. Divide 7975 by 26. Explain every step in the solution of this problem as you would to a third or fourth grade class.

2. Explain as you would to a fifth or sixth grade class the difference between a factor and a multiple of a number. Take the number 12 for example.

3. A man bought a house and paid ⅓ of the price in cash at the time of the purchase. A year afterward he paid ⅓ of what then remained unpaid, and the two payments amounted to $5260. How much did he pay for the house?

4. (a) What is the product of .417 multiplied by .34? Explain as you would to a class beginning this work.

(b) Divide .00864 by .24. Explain.

5. A man willed his estate worth $8000 as follows: To his wife ⅓ of his money, to his daughter one fifth, and to his son seven-fifteenths. If the widow should die, what proportionate share would the son and daughter each receive?

6. A man bought a farm for $97.75 per acre, which price was 15 per cent more than was previously paid for it. What was the previous price per acre?

7. How much less would it cost to make a brick sidewalk 4½ ft. wide and 260 ft. long, at $1.08 a sq. yd., than to lay a stone walk of the same dimensions, at 22 cents a sq. ft.?

8. If four men mow 15 A. in 5 da. of 14 hr., in how many days of 13 hr. can 7 men mow 19½ A.?

9. Find the amount of $240.15 for 2 yr. 5 mo. 13 da. at 6 per cent.

10. A tax is $16,020; the taxable property $784,750; the number of polls at $1.25 is 260. A's property is $7800; what is his tax?

Note.—In your solutions and explanations make accuracy of work and statement your motto. Be careful to make every statement in your explanations as clear, precise and *brief* as possible.

BOTANY.

Answer seven. Retain original numbers.

1. Distinguish between root and stem, (a) as to position; (b) appendages.

2. (a) What are stipules? (b) What are thorns?

3. The leaf of an apple tree withers quickly when severed from the tree, while the fruit remains firm for a considerable time. Explain the cause.

4. Distinguish between dehiscent and indehiscent fruits.

5. Give conditions favorable to germination of seeds.

6. What is the cambium layer?

7. Around the outside of many buds are dry, hard scales. Explain their uses.

8. What are "rusts"?

9. Give five practical suggestions on tree planting and beautifying school grounds.

GEOGRAPHY.

1. Give latitude of following points: (a) Tropic of Cancer; (b) Arctic Circle; (c) North Pole. (d) What place is in longitude zero and latitude zero?

2. Name and define two motions of the earth, and tell effect of each.

3. (a) Give origin and direction of Gulf Stream. (b) Name some countries whose climate is modified by it.

4. What kind of government has Turkey, Norway, Brazil, Switzerland, Porto Rico?

5. (a) What is the cotton producing section of the United States?

(b) What other countries produce it abundantly?

(c) Where are the principal wheat producing regions of the world?

6. Name the races of men in order of their rank of civilization.

7. Give a brief discussion of the rainfall of Nebraska, and tell how it affects the occupations of the people.

8. What and where are the following: Manchester, Guam, Colon, Honolulu, Vatican?

9. What commercial advantage, if any, did we gain by the acquisition of the Philippines? Give reasons.

10. Discuss the value of the sand table and map-drawing in the teaching of geography.

HISTORY.

1. Name four European countries that sent explorers to the new world? Name one from each country.
2. Of the colonists of Jamestown and Plymouth, who were the better adapted to the country they sought to subdue, and why?
3. Name the war which determined what European country should have the mastery of the American continent.
4. Who were the Tories, and what effect did they have on the Revolutionary War?
5. Name the greatest act of Jefferson's Administration.
6. What were the principal results of the Lewis and Clark expedition?
7. Which did Lincoln care for most, the preservation of the Union, or the destruction of slavery? Give proof.
8. What was the chief cause of the war between the United States and Spain?
9. Select any five of the following names and make a brief statement concerning each. Magellan, Raleigh, Wm. Penn, Lafayette, Robert Morris, Daniel Webster, Susan B. Anthony.
10. Name, in your opinion, the greatest issue now before the American people. Give reasons.

PHYSICS.

1. Why does a chimney draw? Explain with some care.
2. Give illustration of balanced, and of unbalanced forces, and tell how they differ.
3. What is meant by the resultant of two forces?
4. Distinguish between velocity and momentum.
5. A person sitting in a swing throws a heavy weight horizontally. How is he affected thereby? Explain.
6. An engine running at the rate of a mile a minute, exerts a constant tractile force of 3000 lbs. on its train. Express the work being done in horse-power.
7. Explain the echo.
8. What are the conditions of an electric flow between two points of a conductor?

MAY 18 AND 19, 1906.

BOOKKEEPING.

1. Define (a) bookkeeping, (b) journalizing.
2. Give general rule for journalizing (a) accounts with persons, (b) accounts with property.
3. (a) Which side of bills receivable is always the larger when there is any difference? Why?
4. If you wish to know what is due on any account what book should be consulted?

5. Write a letter of application for a position as cashier in a bank.

6-10. Make the day-book, journal and ledger entries required by the following transactions:

Aug. 1. Bought of S. Smith on my note at 60 days, 500 yds. silk at 89c; 20 bolts ribbon at $1.20; 60 yds. lining at 8c.

Aug. 2. Sold J. Myers for cash 10 yds. silk at $1.50; 5 yds. ribbon at 25c.

Aug. 3. Sold Thos. Bent for cash 15 yds. silk at $1.50; 7 yds. lining at 15c.

Aug. 4. Paid for rent $25. Paid for clerk hire $30.

CIVICS.

1. Give the objects of the United States Constitution as set forth in the preamble thereto.

2. (a) Define the different departments of government under our National Constitution. (b) Name the officer at the head of each of these departments at the present time.

3. Discuss briefly how a bill may become a law in the National Congress.

4. What is the most important measure before Congress at this time? Give reasons.

5. State the qualifications necessary for one to be eligible: (a) To the presidency; (b) to the United States Senate; (c) to the National House of Representatives; (d) to the governorship of Nebraska.

6. (a) How many congressional districts in Nebraska? (b) Name the congressman from your district.

7. Give the principal provisions in as few words as possible of the new law governing the issuance of teachers' county certificates in Nebraska.

8. Discuss briefly the law relative to the teaching of physiology and hygiene in the public schools of Nebraska.

9. A provision in the school laws of Nebraska reads: "No money belonging to the district shall be paid for teaching to any but legally qualified teachers." (a) Give argument for or against this law. (b) Who is a legally qualified teacher?

10. A ruling of the state superintendent says: "A contract between the school board and the teacher is a mutual obligation, equally binding upon both parties." (a) Give reasons that would justify the teacher or the board in annulling a contract. (b) Discuss the duty imposed upon the teacher to live up to the terms of her contract until released by the school board.

PENMANSHIP.

1. State definitely what should be done the first year in penmanship.

2. Do you insist upon a definite position in writing exercises? Why?

3. Name five points to be considered in estimating the excellence of the pupil's work in writing.

4. Discuss briefly the importance of each of the following elements of good writing: Legibility, rapidity, neatness.

5. As a specimen of your penmanship, write a letter applying for a position as a teacher.

ORTHOGRAPHY.

1. Mark the silent letters in the following words: Victuals, towards, science, often, heirs, gnaw, eyesight, acknowledge, awkward, and thorough.

2. Write the plural of each of the following, and give the rule that applies to those in italics: *country*, half, *8*, valley and church.

3. Write the present active participle of study, shoot, singe, trace, sin, sign, *tan*, and *carve*. Give the rule that applies to each of the last two.

4. Give the meaning of each of the following affixes, and a word illustrating each: circum, sub, er, trans, and ness.

5. Give the diacritical marking of the first vowel in each of the following: salmon, almond, apricot, homage, granary, alternate, patron, precedent, jugular, and they.

6-10. In the following list some words are spelled correctly and some incorrectly. Rewrite, spelling all correctly.

appeal	incalauble
appall	inexhaustible
alspice	perceive
cancell	statment
costume	sugar
chieftian	missinform
culinery	seminary
excel	suprise
emmigrant	potatoe
liquify	tranquility
lodgment	thieving
milage	vegetable
miniture	

MENTAL ARITHMETIC.

PART I.

Give complete written analysis of the following problems.

1. Elmina is 25 years old, and four-fifths of her age is 4 years less than twice Elmira's age; required Elmira's age.

2. A gave 24 dollars for a watch, and $\frac{1}{2} + \frac{2}{3}$ of this is 4 times what he paid for the chain; required the cost of the chain.

3. How many times is $\frac{2}{3}$ contained in 4?

4. When E was married he was 27 years old, and ⅔ of his age was 4 years more than ⅔ of his wife's age; required the age of his wife.

5. A man receives $3 a day for his labor, and forfeits $1 each day he is idle, and at the expiration of 30 days receives $50; how many days was he idle?

PART II.

RAPID COMPUTATION.

The superintendent will detach this list before distributing and give exercise when all are ready. Allow ten minutes for completion. Then collect answer papers and pin to Part I. Applicants will write numbers of problems and answers only.

1. A man sold 13 cows, then bought 10, and then had 12; how many had he at first?

2. Eight times a number, divided by 4, multiplied by 6, divided by 3, multiplied by 5, divided by 10, equals how many times the number?

3. ⅞ of 96 are how many times three-fifths of 10?

4. A bought 60 cows, and sold ⅓ of them to B, and three-fifths of the remainder to C; how many cows had he remaining?

5. Three-fifths of $40 is 2 times what A gave for a bureau; what was the cost of the bureau?

THEORY AND ART OF TEACHING.

1. What is the practical use of arithmetic?

2. What is the educative value of geography?

3. How does the study of reading train the mind to think?

4. How may self-consciousness be overcome, (a) on the part of the teacher; (b) on the part of the pupil?

5. What is the highest qualification of a teacher? Give your reasons.

6. Why do pupils know so little after having studied so much?

7. Do you use corporal punishment as a means of securing ends? Give your reasons.

8. Discuss the value of habit in education.

9. What preparation should the teacher make for each day's work?

10. Give a model program, showing both study and recitation periods for the average rural school.

DRAWING.

1. (a) Define "Point of Sight." (b) What governs the location of the point of sight?

2. (a) What are "converging" lines? (b) Give one definite rule for the construction of converging lines.

3-4. Give in order, the steps taken and the directions that should be given a grammar grade class in making a drawing from an object using a book as the object.

5-6. Represent to the right and below the level of the eye a crayon box with the cover partly withdrawn.

7-8. Represent a group of three vegetables in which one is in part hidden from view by the other two.

9-10. Represent a roadway extending directly in front of the observer. Represent a fence or a row of trees at one side of the road.

ENGLISH COMPOSITION.

1. Supply the proper punctuation marks in the following: Having detained you so long already I shall not trespass longer on your patience but before concluding I wish you to observe this truth.

2. Use correctly in original sentences the following words: Principle, expedient, eminence, impetuous, awful.

3. In not over 100 words, write a brief anecdote of an animal, using the following introduction: To many animals the sense of smell is of more importance than the sense of sight or hearing.

4. In the ordinary use of language, what word or words do we use instead of each of the following: Dawn, billow, steed, azure, fowler, dazzling, crimson, vale, valor, heavens?

5. Write a letter to a school officer, or some person for whom you have worked, asking for a letter of recommendation. (Give special attention to form, punctuation, and neatness.)

6-10. In not over 200 words, write an account of the recent earthquake on the Pacific coast.

PHYSIOLOGY.

1. Describe the spine.

2. Briefly describe the difference between muscles and tendons as to (a) structure, (b) use.

3. Name four fluids which aid in digestion.

4. State the effects of alcohol upon the will.

5. State two uses of the blood.

6. Define and give use of two kinds of nerves.

7. Name the parts of the eye.

8. Discuss the cultivation and preservation of the sense of touch.

9. Describe the structure and growth of the hair.

10. Mention five of the most important hygienic topics to teach children of the first four grades.

AGRICULTURE.

1. What is the purpose of tilling the soil soon after a rain?

2. How do grasses tend to renew worn-out land?

3. Name three insects, each useful in a different way, and tell how each is useful.

4. What three things are necessary to seed germination?

5. There is always an open or "dead" furrow in the middle of a plowed "land." Give two reasons why plants will not grow well in such a furrow.

6. Distinguish between insecticides and fungicides.

7. Give two ways in which nature often protects plants from frost. How may the farmer do it?

8. Name two advantages of raising pedigreed stock.

9. Name three distinct classes of farm pests.

10. How may the district school become a miniature experiment station?

GEOMETRY.

1. Define circle, secant, tangent, radius, arc.

2. Theorem: Two triangles are equal if two sides and the included angle of the one are equal to two sides and the included angle of the other. Prove.

3. Theorem: The diagonals of a parallelogram bisect each other. Prove.

4. Problem: How many sides has a polygon, the sum of whose interior angles is equal to eight right angles? Solve.

5. Problem: To construct an equilateral triangle having given the sides.

6. Problem: To inscribe a circle in a given triangle.

7. Find the segments of a line 15 inches long divided into extreme and mean ratio.

8. Problem: Upon the diagonal of a rectangle 24 in. by 10 in. a triangle is formed equivalent to the rectangle in area. Find the altitude and the base of the triangle.

ALGEBRA.

1. (a) Give the degree of each term of the following expression: $3a^2+7abc+x^2y^2$

(b) What are simultaneous equations?

2. Write the formula for dividing the sum of the cubes of two quantities by the sum of the quantities.

3. Find the H. C. F. and the L. C. M. of $6x^2+x-2$; $2x^2+7x-4$, and $2x^2-7x+3$

4. Simplify $\dfrac{\frac{1}{a^2}+\frac{1}{b^2}}{\frac{1}{a^2}-\frac{1}{b^2}} \div \dfrac{\frac{1}{a}+\frac{1}{b}}{\frac{1}{a}-\frac{1}{b}}$

5. A rectangle has its length 4 feet greater and its width 3 feet less than the side of an equivalent square. Find its dimensions and its area.

6. A sum of money at simple interest amounts to $2800 in three years, and to $2900 in four years. Determine the sum and the rate of interest.

7. Expand $(2x+3y)^5$

8. Solve $\frac{3x+\sqrt{4x-x^2}}{3x-\sqrt{4x-x^2}}=2$

9. A rectangular field contains 25 acres, and its length is to its width as 8 to 5. Determine the dimensions.

10. Solve $\begin{aligned} 2x-3y&=2 \\ 2xy-x^2&=7 \end{aligned}$

GRAMMAR.

1. Name the part of speech to which each word in the following sentence belongs: O, come with me and see our little pet running loose in the park.

2. Write a sentence containing only the following parts of speech and in the order named: A numeral adjective, a common noun, a transitive verb in the active voice, an object complement, and an adverb of manner.

3. Give the principal parts of the following verbs: fight, set, wring, have, hide, and sing.

4. Write one sentence containing three nouns in the nominative case, each one used differently.

5. Write the plural form of each of the following: hero, ashes, son-in-law, oasis, domino, glory, deer, soliloquy, this, and gulf.

6. Diagram, or if you prefer, analyze: The first of *our* native flowers to appear was the *hepatica*, *which* I *found* on April fourth.

7. Parse the italicised words in the foregoing sentence.

8. Correct:

(a) She gave it to I and Clara.
(b) Those sort of people are disagreeable.
(c) The least said, the sooner mended.
(d) Easter is observed in most all countries.
(e) Neither John nor Mary were excused.

9. Select, classify, and give use of each dependent clause found in the following:

The Italian boy of Venice has the same loving regard for the life of a pigeon that the Dutch boy of Holland has for that of the stork. It has been believed for centuries that a flock of carrier-pigeons once saved the city, when it was nearly conquered by enemies.

10. A. E. Nelson has been your bookkeeper. He wishes to find employment in Chicago. Write a letter of recommendation for him to Armour & Co.

ARITHMETIC.

1. (a) Express the following numbers in the Roman notation: 71, 514, 617, 216, 1906.

(b) In a certain number there are 4 tens and 7 units in the third period, 3 hundreds, 8 tens and five units in the second period, 8 hundreds, 6 tens and 9 units in the first period. Express this number in the Arabic notation.

2. Add the following:

(a)	(b)	(c)
$53.87	$32.54	$15.92
4.83	16.87	4.86
15.00	8.34	.76
3.64	.58	43.41
.98	13.24	6.88
42.79	24.48	15.62
		9.24
4.79	8.43	.89

3. (a) Find the L. C. M. of 84, 168, 252, and 420.

(b) Explain as you would to a class.

4. Of a certain farm one-sixth is in pasture, $\frac{5}{8}$ is under cultivation, and the remainder is woodland. If the woodland is 50 acres, how many acres are there in the whole farm?

5. A gentleman left Omaha and traveled until his watch was 1 hr. 3 min. too slow; how many degrees had he traveled, and in what direction?

6. (a) From the sum of 67.5 and .54 take their difference.

(b) From the sum of 64.5 and .015 take their product.

7. How many acres are there in a rectangular field 145 rds. long and 86 rds. wide?

8. If it cost $84 to shingle a roof 36 ft. long and 21 ft. wide, what will it cost to shingle a roof 33 ft. long and 27 ft. wide?

9. What sum of money at 4½ per cent simple interest will produce $75.40 interest in 3 yr. 4 mo.?

10. A tax of $18,000 is levied upon a town which contains 800 polls, assessed at $1.50 each, and which has taxable property assessed at $1,200,000. The town receives from the state $3600 as its share of the railroad tax, etc. Find the rate of taxation, and the tax paid by Brown, if his property is assessed at $5960, and if he pays for 1 poll.

READING.

1. Give the author of each of the following: (a) Little Orphant Annie, (b) Little Boy Blue, (c) Eight Cousins, (d) Man Without a Country, (e) Snow-Bound.

2. Define articulation. How may faulty articulation be overcome?

3. How may too rapid reading be corrected?

4. How would you correct a child who gives indifferent attention in the reading class?

5. How do you teach your class to "look up" words in the dictionary?

6. Should children read stories when they cannot pronounce all the words orally?

7. Why should a child be carefully trained in reading aloud?

8. What is literature?

9. Name two stories that possess educational value for primary pupils.

10. Give a short quotation from each of the following poems and tell the author of each: (a) Thanatopis, (b) The Psalm of Life, (c) Maud Muller, (d) Old Ironsides, (e) The Raven.

BOTANY.

Answer any seven.

1. Give examples of monocotyledonous and dicotyledonous plants. How could you tell whether a little plant just coming through the ground is monocotyledonous or dicotyledonous?

2. What is meant by growing buds? What by resting buds?

3. What purposes may roots serve? Give examples of each.

4. Give the offices of the leaf.

5. Define: Stamen, perianth, receptacle, calyx, berry.

6. Discuss occurrence and use of chlorophyll.

7. Discuss the structure of the cell.

8. Discuss the Marchantia as to occurrence, growth, and propagation.

PHYSICS.

1. Give law for displacement of floating and of sinking bodies.

2. Explain the force pump, using a drawing.

3. Define a lever. By drawings illustrate the different classes.

4. A carriage is suddenly stopped. The persons in the carriage are said to be "thrown" out. Are they thrown? Explain.

5. Why can a boy throw an ounce of lead farther than an ounce of cork?

6. Does evaporation occur from ice on a pond in winter? Prove your answer.

7. On what two things does the length of sound waves depend?

8. Distinguish between reflection and refraction.

9. By means of a drawing, show the effect of a double convex lens upon light rays.

10. Define (a) Volt, (b) Ohm.

HISTORY.

1. Tell of the origin of the name "America."

2. Give a brief account of DeSoto's discoveries and explorations.

3. Make a statement of not more than two sentences concerning each of the following: Patroons, Puritans, Huguenots, William Penn, James Oglethorpe.

4. Tell of the services of Benjamin Franklin in aiding the Revolution and in forming the new republic.

5. State the cause of the war of 1812.

6. Give the results of the war with Mexico.

7. Mention the most important three problems that confronted the nation at the close of the Civil War.

8. Name the opposing generals in each of the following battles and tell to which side each belonged: Saratoga, New Orleans, Buena Vista, Gettysburg, Manila Bay.

9. Name, in your opinion, the most important five events of Roosevelt's administration.

10. Tell something of each of the following: Daniel Boone, Harriet Beacher Stowe, Cyrus W. Field, Eli Whitney, E. Benjamin Andrews.

GEOGRAPHY.

1. Distinguish between (a) river basin and river system; (b) mountain chain and mountain range.

2. Name the line or lines indicating the boundaries of each zone. What determines the location of these lines?

3. Starting east from the Prime Meridian, what lands and what oceans are crossed by the Equator?

4. Compare the efficiency and the justice and the opportunities under the government of Great Britain with those under the government of the United States.

5. Compare the races as to the number of people in each.

6. Including wealth, manufactures, commerce, possessions, power, and civilization, which do you consider the greatest country of Eurasia? Give reasons for your answer.

7. In not more than ten lines, give the principal features of the surface and drainage of Nebraska.

8. What and where are the following: Danube, Hongkong, Port Arthur, Vesuvius, and Venezuela?

9. Name the most important harbor of the Atlantic coast of the United States. Why?

10. What do you consider the chief results to be attained in the teaching of geography?

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ORTHOGRAPHY.

1. Mark the first vowel in each of the following: bravo, gratis, financier, lichen, recess, isolate, docile, comely, diploma, cleanly.

2. Mark the accent in each of the following words: mis-chie-vous, ex-qui-site, ve-he-ment, hos-pi-ta-ble, a-re-a, va-ga-ry, in-fam-ous, ve-hi-cle, com-bat-ant, ad-mi-ra-bly.

3. Distinguish between these synonyms: worth and value, hurry and hasten, sufficient and enough, empty and vacant, noted and notorious.

4. Use the following homonyms in sentences: cite, site, sight; bye, by, buy; rite, wright, right, write.

5. Define: Syllable, monosyllable, trisyllable, polysyllable and give an example of each.

6-10. Some of the following are correct, some in-correct. Write all correctly:

impliment
jamb
oppurtunity
nominative
reccomend
counterfeit
renoun
aggrement
dayly
bargain
sedentery
admissible
umberalla
pheasant
instill
propel
parliement
Great Britian
hoing
legins
abominable
merchantile
anteak
vigilence
accompanying

MENTAL ARITHMETIC.

Give complete arithmetical solutions to the following:

1. Two-fifths of A's money, increased by ¾ of his money, equals 69 dollars; how much money has A?

2. $60 is three-fifths of what B gave for a horse, and the cost of the horse, increased by its three-fifths is 5 times what he paid for a sleigh; required the cost of the sleigh.

3. Janson's age diminished by its one-fourth and one-fifth, is 22 years, and his age is four-fifths of his uncle's age; required the age of each.

4. A thief stole three-fifths of Harry's money, and before he was caught spent ⅔ of it; the remainder, which was $20 less than he stole, was given back; how much money had Harry?

5. A man bought a horse, cow and sheep for $105; how much did he pay for each, provided the cow cost 4 times as much as the sheep, and the horse four times as much as the cow?

Part 2.

The superintendent will detach this list before distributing, and give exercise when all are ready. Allow ten minutes for completion then collect answer papers and pin to Part one. Applicants will write numbers of problems and answers only.

1. Four times Susan's age + 3 times her age — 5 times her age, + 2 times her age, — 3 times her age, equals 13 years; how old is Susan?

2. A man bought a horse for 175 dollars paid 25 dollars for his keeping, and sold him for 250 dollars; what was the gain?

3. A man, having 50 cows, sold four-fifths of them, and then bought 32 cows; how many had he then?

4. A gave 70 dollars for a watch, and three-sevenths as much for a chain, and sold them both for 90 dollars; required the loss.

5. B's horse cost 200 dollars, and three-fifths of its cost is 5 times the cost of the sleigh; required the cost of the sleigh.

PENMANSHIP.

1. (a) How much time should be devoted daily to writing? (b) What hour of the day is best adapted for this exercise?

2. State the relative attention form and movement should receive in the different grades.

3. Give physiological reasons why beginners should make large letters.

4. (a) Define muscular movement. (b) Mention three advantages of the muscular movement.

5. Would you suggest as a suitable method for teaching correct form a formal analysis of all the letters? Give reasons. (Fifty credits for applicant's penmanship as shown by all answer papers.)

CIVIL GOVERNMENT.

1. (a) Name three federal offices for the District of Nebraska. (b) Give the function of each.

2. On what constitutional ground is the opposition to Senator Smoot of Utah based?

3. Distinguish between militia and regular army.

4. (a) What is the function of the Supreme Court? (b) Why are the questions in this court not submitted to a jury?

5. State briefly the methods of electing the following officers: (a) President; (b) U. S. Senator; (c) Congressman.

6. What is the significance of a writ of habeas corpus and what justifies its being called sometimes "The bulwark of liberty."

7. State clearly the difference between direct and indirect taxation.

8. Name and locate the various state institutions for the mentally incompetent.

9. (a) What is the date of the annual meeting for rural school districts this year? (b) Give the three most important items of business to be transacted in and for every rural school district at such meeting.

10. (a) Give the sources of the funds from which is derived the state apportionment of school moneys. (b) What are the provisions of law governing its distribution?

BOOKKEEPING.

1. Define posting, notary, power of attorney, bills payable, C. O. D.

2. Write telegram addressed to M. E. Smith & Co., Omaha, Nebraska, ordering shipped by fast freight twelve dozen pairs of overalls, assorted sizes.

3. (a) Write a letter of remittance. (b) Write a letter acknowledging the receipt of a letter of remittance.

4. Mention six essentials to a good business letter.

5. Give the uses of the check book.

6-10. The following is James Johnson's trial balance for the year. Make out the balance sheet showing the condition of his business:

	Dr.	Cr.
James Johnson	$ 200	$1500
Mdse. (Inv. $200)	800	720
Bills Rec.	250	200
Bills Pay.		280
Expense	23	
Jesse Andrews	300	
Cash	1550	420
Discount	2	5
	$3125	$3125

AGRICULTURE.

1. How should a poor and shallow soil be plowed? Why?

2. Describe a simple schoolroom experiment to show rise of water in soil.

3. Name Nebraska's greatest forage crop, and state how the present method of farming is wasteful of its food products.

4. Describe the work of the codling moth, and suggest a method of combating the same.

5. State the advantage to be gained from selecting seed corn from the field rather than from the crib.

6. Distinguish between plant diseases and plant pests, and name one of each.

7. Distinguish between the weather predictions of the U. S. Weather Bureau and those of the almanac.

8. In not more than seventy-five words, distinguish between "diversified farming" and "rotation of crops," and state the advantages of each.

9. Name, in your opinion, the best breed of (a) beef cattle; (b) dairy cattle; (c) draft horses; (d) road horses.

10. During the school year you make five excursions with your class in elementary agriculture, to nearby farms. State the object of each excursion.

THEORY AND ART.

1. What is the test of the child's ability to study?

2. What is the advantage of the child's conversing freely with the teacher?

3. How do you deal with slang in your school?

4. Discuss the place and relative value of oral teaching as compared to book study.

5. Distinguish between theory and fact.

6. Name three studies that train the memory, and two that develop the reasoning powers.

7. Name three natural incentives to study. Name two artificial incentives to study.

8. Show the advantage of variety not only in the busy work of the primary grades but to some extent in all school work.

9. Select a familiar poem or story and show how it may be used as a language lesson.

10. What is the relation of a child's experience and environment to his reading?

PHYSIOLOGY.

1. Describe the structure of a joint.

2. Distinguish between voluntary and involuntary muscles.

3. Name the digestive fluids that act principally on: (a) sugars and starches; (b) fats; (c) proteids (meats, eggs, etc.).

4. State the difference between chyme and chyle.

5. Trace the course of a particle of blood plasma that has escaped through a capillary wall back to the blood vessel.

6. What is meant by reflex action? Give examples.

7. Enumerate the principal organs of taste, the accessory organs.

8. What is the relation of the so-called "black heads" to the skin, to cleanliness?

9. In case of disease of the alimentary canal what food should be given and why?

10. Why is alcohol a good medicine in collapse?

ENGLISH COMPOSITION.

1. Write a list of five words, each of which, without change in spelling or pronunciation, may be used in two or more distinct significations. Illustrate.

2. Give one sentence illustrating a correct, followed by another in parenthesis illustrating an incorrect use of each of the following words: Party, don't, character, transpire, learn.

3. Illustrate in original sentences the correct use of the comma, semi-colon, colon, dash, *single* quotation marks.

4. The fields are brown, the sky a leaden gray, the trees are leafless, with the exception of a few stray rattling tufts; there is no song of birds, and the bleak wind whistles mournfully. (a) What time of year is it? (b) How do you know?

5. Make an outline of the topics to be considered in teaching letter writing.

DRAWING.

1. What is meant by Outline Drawing? Construction lines?

2. Represent a simple object by using only horizontal and vertical lines.

3. How should drawing be taught in connection with the study of leaves?

4. Arrange a design in the form of a rosette.

5-6. Represent an open crayon box below the level of the eye and directly in front.

7-8. Represent a group of four objects in which one object rests upon the other three.

9-10. Represent an outdoor scene showing the horizon line, a stump and a fence.

GEOMETRY.

Select eight—

1. Distinguish between problem and theorem.

2. Theorem: From a point without a straight line one perpendicular and only one can be drawn to that line. Prove.

3. State the theorems having for their conclusion: Two triangles are equal.

4. Problem: Having given the three sides of a triangle, to construct the triangle.

5. Problem: The area of a rhombus is 100 sq. ft. and one diagonal is 10 ft. Find the other diagonal.

6. Theorem: The sum of the squares of the two legs of a right triangle is equal to the square of the hypotenuse. Prove.

7. Problem: To find a fourth proportional to three given lines.

8. Theorem: The sum of the interior angles of a polygon is equal to two right angles taken as many times less two as the figure has sides. Prove.

9. Problem: Given a line AB and two points M and N on the same side of the line. To draw from M to N a line which shall touch the line AB and whose length shall be a minimum.

ALGEBRA.

1. Define (a) power, (b) exponent, (c) fraction, (d) quadratic equation, (e) linear equation.

2. Factor: (a) $3x^2 + x - 2$
(b) $x^2 + ax - bx - ab$

3. Find the H. C. F. of $2x^4 + 9x^3 + 11x + 3$ and $3x^4 + 11x^3 + 9x + 2$

4. Solve $\frac{1}{n} + \frac{n}{x+n} = \frac{x+n}{nx}$

5. A's age is now two-fifths of B's. Eight years ago A's age was two-ninths of B's. Find their ages.

6. Solve by comparison: $2x - 5y = 66$
$3x + 2y = 23$

7. The sum of the two digits of a number is 9, and if the number is divided by the sum of its digits the quotient is 5. Find the number.

8. Expand $(2x - 3y)^5$

9. Multiply $2\sqrt{3} + \sqrt[3]{x}$ by $3\sqrt{3} - 4\sqrt{x}$

10. The perimeter of a rectangular field is 60 rods. Its area is 200 sq. rds. Find its dimensions.

ARITHMETIC.

1. From the sum of 261, 3078, 5712, 312, 8936, 20386, 58724, 1968, 532 and 7028, subtract 72964, then multiply the remainder by 708, and divide that product by 6974.

2. Prove that a common divisor of 24 and 32 is also an exact divisor of their sum and of their difference.

3. A farmer has three farms containing respectively 168, 216, and 240 acres, which he wishes to divide into fields of equal size, making the fields as large as possible; how many fields will each farm make?

4. Tell the effect on the value of a fraction when you (a) multiply the numerator; (b) divide the denominator.

5. (a) Multiply the sum of 76.5 and .45 by their difference.
(b) Divide the product of 46.5 and .32 by .1 of .1.

6. Illustrate as you would to a class the difference between 9 sq. ft. and 9 ft. sq. (b) How many acres in a field 80 rds. long and 40 rds. wide?

7. In a wagon load of ear corn the wagon and corn weigh 3900 lbs.; the wagon weighs 1100 lbs. What is the corn worth at 39 cents per bu.?

8. A invests $3 as often as B invests $4 and C invests $5, and they together invest $24,000; then, A withdraws $2 as often as B withdraws $3 and C withdraws $4, and they together withdraw $18,000; how much has each still invested?

9. A dry goods dealer bought $2460.30 worth of Persian lawn, and marked it 33⅓ per cent above cost. He sold half of it at the marked price, and then sold the rest at 10 per cent off the marked price. How much did he gain?

10. Find the simple interest on $73.42 for 5 yr. 8 mo. 10 dy. at 7½ per cent.

GRAMMAR.

1. Write only *one* sentence containing only the following and in the order named: A common noun, an adjective phrase, a transitive verb in the passive voice, an adverb of degree and an adverb of manner.

2. Illustrate interrogative adjective, interrogative adverb, and interrogative pronoun.

3. In connection with what part of speech is each of the following used: conjugation, declension, comparison?

4. Give all the inflections of the verb lie (recline) in the present perfect and past tenses, active voice, indicative mode.

5. Construct a sentence containing an adjective. Expand this adjective into an adjective phrase, and then into an adjective clause.

6. Select, classify, and give use of each phrase in the following sentences: (a) He caught a fish in his net; (b) In the morning John started on his journey; (c) He sang softly in his sleep; (d) Birds of a feather flock together.

7. Parse the italicized words in the following: (a) *What* are you paying for wheat? (b) We *have seen* your friend.

8. Correct any errors found in the following: (a) He signed himself, "Yours respectively." (b) Come and see me. (c) He laid on the bed all day. (d) He don't say, "Was you there?"

9. Write sentences to illustrate participles with three different forms of ending, and indicate the part of speech represented by each participle used.

10. Write a letter of congratulation to a friend who has earned a "With Honor" certificate under the new law.

READING.

1. (a) Make and name the diacritical marks used to indicate all the sounds of "a"; (b) give an example of each.

2. Distinguish between the two common faults of monotony and sing-song in oral reading.

3. "By the rude bridge that arched the flood,
Their flag to April's breeze unfurled;
Here once the embattled farmers stood,
And fired the shot heard round the world."—Emerson.

Describe as you would to a fourth reader class the picture given in the above stanza.

4. What preparation do you make before assigning a lesson in reading to a class in the fourth reader?

5. Give authors of the following: (a) Innocents Abroad, (b) Ramona, (c) Hans Brinker, (d) The Scarlet Letter, (e) Wild Animals I Have Known.

6. Name a book you have recently read that has added to your general culture and education. Explain in what way.

7. How can you tell when a child has mastered a new word?

8. Suggest an easy drill in phonics for first reader pupils.

9. What should the reading lesson aim to accomplish for the pupils in the seventh and eighth grades?

10. (a) Give a short quotation from Hiawatha. (b) Give a brief sketch of the author of this poem.

HISTORY.

1. On what did Spain, France and England, respectively, base their claims to American territory?

2. Give an account of the founding of the Massachusetts Bay Colony, and state why it grew so rapidly during the reign of Charles I.

3. Name the opening and closing events of the Revolutionary War. Give dates.

4. From what sources did the framers of our Constitution get their ideas of government?

5. Was slavery the real cause of the Civil war? Justify your answer.

6. (a) What is the Kinkaid Law? (b) Explain "Ship Subsidy."

7. Name, in your opinion, the five greatest American inventions, the five greatest living American writers, and the five greatest living American statesmen.

8. Give the date of each of the following: Inauguration of Washington, Emancipation Proclamation, Mexican War, Admission of Nebraska.

9. Name the war in which each of the following battles took place: Antietam, Saratoga, Manila Bay, Palo Alto, Chickamauga.

10. Who are your authorities on United States history? Why?

BOTANY.

1. Discuss the resting stage of the embryo.

2. Name some plants that are cultivated for their buds.

3. What precautions with regard to the roots are necessary in transplanting trees? Why?

4. Why should transplanting be done in the winter or early spring?

5. What part of the following plants do we eat, the fruit or the seed: Corn, wheat, peanut, string beans, hickory nut?

6. Distinguish between fruit and seed.

7. Parasitic plants have practically no leaves. Explain.

8. Name some plants, the stems of which are used as food.

9. Give the distinguishing characteristics of the Leguminosa.

10. Give general discussion of bacteria.

GEOGRAPHY.

1. Define erosion, basin, delta, cyclone.
2. What is the earth's size, shape, movement?
3. Describe and account for the trade winds.
4. Name two important canals. What commercial advantages does each afford?
5. Compare France and Germany in (a) size, (b) products, (c) manufactures, (d) people, (e) government.
6. Contrast the achievements of the Caucasian race with those of any other race of men.
7. Distinguish between export and domestic trade.
8. Compare the various sections of Nebraska as to climate, altitude, occupations and commerce.
9. What are the natural commercial advantages of the Mississippi valley?
10. What and where are the following: Baltic, Havana, Madrid, Calcutta, Yokohoma?

PHYSICS.

1. Define gravitation.
2. Distinguish between mass and volume.
3. What is work? Give an illustration.
4. Explain the siphon.
5. Give two important effects heat may have upon a substance.
6. Distinguish between noise and musical sounds.
7. Wht are sympathetic vibrations?
8. What is meant by simple and what by complex vibrations?
9. Distinguish translucent from transparent substances, and give examples of each.
10. Give two effects of the electric current.

JULY 20 AND 21, 1906.

BOOKKEEPING.

1. Define the two general methods of keeping accounts.
2. Give the general rules for journalizing (a) interest, (b) discount.
3. Name two ways of finding the present worth of a business.
4. (a) Explain the difference between drafts payable after date and drafts payable after sight. (b) What is meant by "acceptance" as applied to drafts?
5. Explain the meaning and value of a protest as applied to negotiable paper.

6-10. James Moore began business June 1st, 1906, investing cash, $2,000.

June 2. Paid one month's store rent, $50.

June 3. Bought merchandise of M. C. King, for cash, $950.

June 4. Sold James Donovan, for cash, 45 bbl. flour at $6 per bbl.

June 5. Bought Mdse. of J. H. Miller, for cash, $240.

June 6. Sold Jacob Brewer on account, 30 bbls. of flour at $6 per bbl.

June 8. Sold A. Moseley, 20 bbls. of flour, for cash, at $5.50, 10 bbls. of salt at $1.50 per bbl.

June 9. Bought Mdse. of J. H. Lane on account, $375.40.

June 10. Received cash from Jacob Brewer to apply on account, $144.

June 11. Received cash from J. H. Lane to apply on account, $175.40.

Journalize the above items.

ORTHOGRAPHY.

1. To which organ, the ear or the eye, should we most appeal in spelling? Discuss fully.

2. Besides correct combinations of letters, name three other things about words which should be learned in the spelling exercise.

3. Why are rules of so little advantage in learning to spell words in the English langauge ?

4. Indicate the sound of the first vowel in: bade, been, pretty, breath, breathe, learn, much, they, care, what.

5. Construct sentences containing the following words used correctly: aviary, iniquity, human, literally, wrest, stationery, stationary, verdict, capitol, climax.

6-10. Some of the following words are spelled correctly, some incorrectly. Write all correctly.

Great Britian	necessary
buisness	grammer
seige	principally
colledge	sensibly
untill	psalter
instill	vigilant
assign	atmosphere
announcment	neslings
mechanism	suprised
citizen	togather
fibors	mayor
sugar	prodigious
wholesome	

CIVICS.

1. Give reasons which led the Constitutional Convention to provide for (a) two houses of congress; (b) a distinctly different method of electing the members of these houses.

2. Define five personal rights guaranteed by the Constitution to the citizens of the U. S.

3. On what theory does the general government provide support for public education?

4. Name the cabinet offices and name the present cabinet officers.

5. What cabinet offices have charge of Indian affairs, U. S. mail, Naval Academy at Annapolis, interstate commerce, commercial relations with foreign countries?

6. Define direct and indirect taxes.

7. Define the different departments of government under the constitution of the state of Nebraska.

8. Name the officer at the head of each of these departments at the present time.

9. What is the law governing the distribution of the state apportionment with relation to (a) length of the school term; (b) the school population of the district?

10. State the duties of the county superintendent under the new law for the certification of teachers with regard to (a) conducting the examination; (b) issuing certificates.

PENMANSHIP.

1. Give devices for securing interest in penmanship.

2. Which of the systems of penmanship have you observed to be the most natural for the child just learning to write?

3. In correcting illegible, slovenly writing, to which would you attach the more importance, increasing the practice, or stimulating a greater mental effort?

4. If a pupil's writing is too fine or too coarse, what means may be employed to remedy the evil?

5. When should children begin to write with pen and ink?

6-10. Write as a specimen of your penmanship, a stanza from your favorite poem, or a paragraph from your favorite prose author.

MENTAL ARITHMETIC.

Give complete analysis to five of the following problems:

1. 20 dollars is 4 dollars more than two thirds of 4 times what B paid for a chain, and his watch cost 5 times as much as the chain; required the cost of each.

2. Having lost ¼ of my money, I found ⅓ of what I lost, and then had $70; how much had I at first?

3. A man bought a sleigh, horse, and harness for $152; for the sleigh he gave twice as much as for the harness, plus $6, and for the horse 4 times as much as for the harness, plus $6; what did he pay for each?

4. John and Henry can mow 30 acres of grass in a week, and ½ of what John can mow in a day equals what Henry can mow in a day; how much does each mow in a week?

5. A, B and C found a purse containing $100, which they agreed to divide in the proportion of ¾, ⅞, and 1½; how much does each receive?

6. A, B, and C ate 8 loaves of bread. A furnished 3 loaves and B 5 loaves. C paid the others 24 cents for his share. How much money should A and B each receive?

RAPID DRILL.

The superintendent will detach this list before distributing, and give exercise when all are ready. Allow ten minutes for completion; then collect answer papers and pin to Part 1. Applicants will write numbers of problems and answers only.

1. 4 times 50 years is ten years less than 10 times the age of James; how old is he?

2. If 7 men can do a piece of work in 2⅓ days, how long will it require 6 men to do it?

3. B has 27 marbles, and ⅔ of B's number equals two-fifths of C's number; how many marbles has C?

4. A watch and chain cost $150, and ⅔ of the cost of the watch plus $15, equals $95; required the cost of each.

5. A, B, and C, together, earned $70; A earned twice as much as B, B twice as much as C; how much did each earn?

AGRICULTURE.

1. Why should soil be porous?

2. (a) Name two plants that supply nitrogen to the soil. (b) Name two farm crops that remove chiefly nitrogen from the soil.

3. Name three harmful insects; three useful insects.

4. What two things does every perfect seed contain?

5. Name three ways of propagating plants.

6. Give two reasons why the farmer should study climatic conditions and observe the U. S. weather predictions.

7. How does the ration of a dairy cow differ in composition from that of a fattening steer?

8. What is a weed? When are weeds harmful? When beneficial?

9. Name two benefits of school or home gardening to the pupil; two to the teacher.

10. Give two reasons for the introduction of elementary agriculture into our public schools.

THEORY AND ART.

Select any eight.

1. Discuss the maxim: "From the simple to the complex," and tell how it applies to the study of arithmetic.

2. What is meant by self-teaching? Give two subjects in which self-teaching is practicable.

3. Give devices for language teaching in the third, fourth and fifth grades.

4. Discuss the value of map drawing in teaching geography.

5. Give reasons for or against teaching rules and formal processes in arithmetic.

6. Give your plan of dealing with a seventh grade boy who is persistently inattentive.

7. Name some of the rights of children at school.

8. In what book do you find the expression, "Gather up the fragments that nothing be lost."?

9. Give some points that should characterize school government.

10. Give the objects of the recitation.

11. What is imagination?

12. Name ten books suitable for a school library.

ENGLISH COMPOSITION.

1. Punctuate and capitalize the following: A traveler ran from his bed to examine the weather by mistake he opened the glass door of a cupboard instead of a window landlord cried the astonished man this is very singular weather the night is dark as egypt and smells of cheese.

2. Give five rules for the use of capitals, and illustrate each by a sentence.

3. Write a letter to some publishing company, asking to have the address of your paper or magazine changed.

4. Make a list of words corresponding to the following in pronunciation, but differing in spelling; session, canvass, sealing, current, counsel. Illustrate the differences in meaning.

5. Write a ten or twelve line description of a room in such a way as to suggest the personality of the occupant.

PHYSIOLOGY.

Be brief and to the point.

1. Give five organs found in the abdomen.

2. Name the essential parts of the middle and inner ear.

3. Of what use is water to the body?

4. (a) Give the three parts of the brain. (b) Give the membranes that invest the brain.

5. What is the mechanism of the human voice, i. e., how are sounds produced?

6. Describe the portal circulation.

7. How does nature stop a hemorrhage?

8. How is the head guarded from injury against blows?

9. How does alcohol produce what is known as the strawberry or toper's nose?

10. (a) How could you tell from a large incised wound whether the bleeding is from an artery or a vein? (b) How would you go about it to stop the bleeding in each case?

DRAWING.

Use pencil for construction work.

1. Represent a border design extending across the page of your examination paper.

2. Represent a group containing an apple, a ball, a pumpkin, a potato, and a turnip, each in proper proportion as to size.

3. Represent an out door scene exhibiting the use of (a) center of vision, (b) horizon line, (c) receding lines. Make proper notation showing where each of the above appears.

4. Represent in a position to the left of the observer and below the level of the eye, a crayon box with lid half-way withdrawn.

5. State specifically how drawing may be used to advantage in teaching (a) arithmetic, (b) geography, (c) nature study, (d) primary language.

ARITHMETIC.

Write the following numbers in words:

1. (a) 7543257. (b) 64325460. (c) 500060005. (d) 7564320478. (e) 59876432549.

2. If you were to place a dash or bar over the Roman characters I, V, X, L, C, D, M, what would be the value of each?

3. Give methods of proof for subtraction, multiplaction and division.

4. A farmer had 66 bushels of oats and 93 bushels of wheat stored in sacks of the largest possible size; how many sacks has he used if they are of equal size?

5. A can dig a ditch in 10 days, B in 12 days, and C in 15 days. What part of the ditch will be dug if A works 3 days, B 4 days, and C 5 days?

6. How many days of 8 hours each will it take to count a million silver dollars at the rate of 80 a minute?

7. a. Divide 8.05 by .35.

   b. Divide 80.5 by .35.

   c. Divide .805 by .35.

8. In August, when grasshoppers and crickets are most harmful, 69 per cent of a meadow lark's food is composed of these enemies of the farmer. Out of 10 lbs. of food taken by these birds, how many ounces are of this kind?

9. Property worth $6,000 is insured for ¾ of its value, at ¾ of one per cent. What will be the loss, including premium, to the owner, and to the company, in case of total destruction by fire?

10. The base of a triangular field is 360 yards, and the altitude is 615 feet. How many acres does it contain?

ALGEBRA.

1. Write the symbols of operation, and the symbols of aggregation.

2. Factor (a) $x^2+87x+86$
(b) $81a^2+72ab+16b^2$

3. Simplify $\dfrac{a^2+2a-15}{a^2+8a-33} \div \dfrac{2^2+9a+20}{a^2+7a-44}$

4. If from ¾ of a certain number 3 be subtracted, the remainder is 4 less than the number. Required the number.

5. Required the square root of:

$$\frac{a^4}{9}+\frac{4a^3}{3}+2a^2-12a+9$$

6. Expand by formula, putting all your work on the answer paper, $(2x-3y)^5$

7. Solve by addition and subtraction: $5x+y=13$
$4x+3y=17$

8. Solve: $\dfrac{x}{y}=2$
$xy=8$

READING.

1. Define a diphthong. Name the proper diphthongs.

2. What do you require as written work of a third grade class, taking "The Children's Hour" for a lesson?

3. How do you change from script to print in a primary reading class?

4. Define melody. Why is it important?

5. How would you direct an advanced class in gaining the thought from this quotation referring to Sir Humphrey Gilbert:

"Do not fear! Heaven is as near,"
He said, "by water as by land."

6. What division would you make of a twenty minute recitation period in a sixth grade reading class?

7. Name ten standard authors.

8. Where in literature do we find the following characters: (Choose any five from this list.)

Ichabod Crane	Lochinvar
John Alden	Adam Bede
Maud Muller	Enoch Arden
Poor Richard	Hamlet
Sir Launfal	Oliver Twist

9. Describe one of the above characters briefly.

10. What effects in the following lines from Whittier's "Kansas Emigrants:"

"We cross the prairies, as of old,
The Pilgrims crossed the sea,
To make the West, as they the East,
The homestead of the free!"

GEOMETRY.

Select any eight.

1. Define corollary, right angle, axiom, geometry.

2. Theorem: Two straight lines perpendicular to a third straight line are parallel. Prove.

3. Define parallelogram, trapezoid, rhombus, rectangle, polygon.

4. Problem: To construct an isosceles triangle having given the base and the altitude.

5. Theorem: The area of a triangle is equal to one-half the product of the base by the altitude. Prove.

6. Theorem: Two triangles having an angle of the one equal to an angle of the other, and the including sides proportional, are similar. Prove.

7. Problem: To inscribe a regular hexagon in a given circle.

8. Problem: Find the area of a circle whose radius is 17 inches.

9. Theorem: The angles at the base of an isosceles trapezoid are equal. Prove.

10. Problem: Find the locus of a point at a given distance from two fixed points.

GRAMMAR.

1. Name the part of speech of each word in the following sentence: "Build thou more stately mansions, O, my soul!"

2. Use the following in sentences: (a) Past indicative active form of *saw*. (b) Present perfect indicative active form of *write*. (c) Past perfect indicative passive form of *freeze*. (d) Future perfect indicative active form of *wear*. (e) Present perfect indicative active form of *flee*.

3. Give a comparison of the following words: remarkable, far, good, much, bad.

4. Write sentences using the word *that* (a) as an adjective, (b) as a pronoun, (c) as a conjunction.

5. Name the kinds of sentences as to form and as to use.

6. Mention the simple subject and the simple predicate in: (a) Come home Friday morning. (b) What can we do? (c) What a success it was! (d) When will the guns of the enemy appear?

7. Parse each word in: (a) He went home. (b) It is raining now.

8. Write correctly: (a) It wasn't (I, me) that did it. (b) (Whom, who) do you think it was? (c) Have you ever (sung, sang) this tune? (d) We must catch (them, those) horses. (e) The miser gives nothing to (anybody, nobody).

9. Define participle, infinitive. Illustrate each.

10. Write a letter renewing your subscription to The Nebraska Teacher.

UNITED STATES HISTORY.

1. Name an explorer of Spain, of France, and of England, and tell the region each explored.

2. Tell of the founding of the Jamestown colony, its purpose, and development.

3. Name five causes that led to the Revolutionary War.

4. Discuss briefly the Constitutional Convention.

5. What territory has the U. S. acquired by purchase?

6. Name the states that belonged to the Southern Confederacy.

7. Give some positive statement concerning each of the following: Horace Greeley, J. Sterling Morton, James A. Garfield; Rutherford B. Hayes, Andrew Jackson.

8. Give the causes and the results of the Spanish American War.

9. (a) Of what advantage will the Panama Canal be to the United States? (b) How long a lease has the U. S. on the canal zone?

10. What amendment to the U. S. Constitution is being agitated strongly at the present time?

GEOGRAPHY.

1. Define latitude, tributary, rotation, equator, monsoon.

2. In what longitude is a place that is one-fourth the way round the earth *west* from the prime meridian? What time would it have when it was noon at the prime meridian?

3. Name and locate five of the world's greatest seas.

4. What form of government has each of the following: England, China, Brazil, United States?

5. What race is found in largest numbers in Africa, South America, North America, Europe, Asia?

6. Give not more than two places where each of the following is produced in large quantities: rubber, coffee, tea, diamonds, corn.

7. Of what does the commerce of Nebraska consist?

8. Name three articles that are exported from the United States, and two that are imported in large quantities.

9. Give an account of one of the principal religions of the world.

10. Locate the following: (Select five) Everglades, Bad Lands, National Park, Transvaal, Canal zone, Manchuria, Palestine, Mt. Blanc, America, Selvas, Palisades, Maelstrom, Mt. Vernon, The Deccan, Pyramids.

BOTANY.

Select any eight.

1. What are cotyledons?
2. What changes take place in the seed during germination?
3. Define accessory buds, terminal buds, winter buds.
4. Whence does the growing plant obtain the salts used in its growth? Whence comes the carbon?
5. Tell how the stem of an exogen grows in size, also how it grows in length.
6. Define stipule, venation, petiole, pinnate, as applied to leaves.
7. Discuss two methods of pollenation.
8. Name two examples of simple fruit; two of aggregate fruit; and two of stone fruit.
9. Give discussion of occurrence, appearance, and propagation of Protococcus.
10. Give discussion of root pressure in the growing plant.

PHYSICS.

Select any eight.

1. Give definition of force.
2. How do you find the specific gravity of a solid?
3. Describe the structure of a barometer.
4. How far will a body fall in five seconds provided it starts from rest and is acted upon by gravitation alone?
5. Define equilibrium, inertia.
6. Distinguish between kinetic and potential energy.
7. Name a conductor and a non-conductor of heat. Give one illustration of a practical use of each.
8. Give illustrations of the practical use of the inclined plane, the pulley, the wheel and axle, and the lever.
9. Explain the speaking tube.
10. Give the law for intensity of illumination.
11. Explain the mutual action of parallel currents.

AUGUST 17 AND 18, 1906.

BOOKKEEPING.

1. Explain the meaning and value of a protest as applied to negotiable paper.
2. State when to debit and when to credit bills payable; bills receivable.
3. Write a negotiable note.
4. What is meant by endorsement? What legal effect has it?
5. Write a letter of application for a position as cashier in a bank.

6-10. Journalize the following:

Jan. 10, 1906—Continued my business with the following resources and liabilities: Cash $3000, Mdse. $2000, bills receivable $500, bills payable $350; book accounts—John Anderson $75, Howard Hall $50.

Jan. 11.—Sold to Joseph Smith, merchandise $125, receiving in payment, cash $35, his note for $50, balance on account.

Jan. 12—Bought of H. Johnson, on account, merchandise $700. Paid for set of office records $8.

Jan. 13—A fire in the basement of the store destroyed $200 of stock. No insurance.

Jan. 14 —Howard Hall having failed and assigned his property in bankruptcy, his account was settled on a basis of 50 per cent.

MENTAL ARITHMETIC.

Part 1.

ANALYSIS.

1. A watch and chain cost $150, and ⅔ of the cost of the watch, plus $15, equals $95; required the cost of each. Analyze.

2. I lost two-thirds of my money, but found two-thirds of what I lost. I then had $70. How much had I at first.

3. At $⅔ a bushel, how many bushels of salt can be bought for $18?

4. A can do a certain piece of work in 6 days, and B in 12 days. In what time can A and B together do the work?

5. A, B, and C ate 8 loaves of bread. A furnished 3 loaves, and B 5 loaves. C paid the others 24 cents for his share. How much money should A and B each receive?

Part II.

The superintendent will detach this list before distributing, and give exercise when all are ready. Allow ten minutes for completion; then collect answer papers and pin to Part 1. Applicants will write number of problems and answers only.

1. If ⅔ of a yard of cloth costs four-fifths of a dollar, what will ¾ of a yard cost?

2. If two times a number, increased by 8, equals three times the number, what is the number?

3. A grocer paid $6.40 for a bushel of cranberries; how shall he sell them a quart to gain 2 cents a pint?

4. Three-fourths of 8 per cent. is what per cent. of 30 per cent.

5. Having ¾ of a bushel of apples, I gave ¾ of them away; what part of a bushel remained?

PENMANSHIP.

1. (a) How much time should be devoted daily to writing? (b) What hour of the day is best adapted for this exercise?

2. What relation have position and pen holding to the character of the writing?

3. Give your plan for using the copy book.

4. Explain two exercises for developing speed.

5. Name five points to be considered in estimating the excellence of the pupils' work in writing.

6-10. Write as a specimen of your penmanship a stanza from your favorite poem or a paragraph from your favorite prose author.

ORTHOGRAPHY.

1. Mark the first vowel in each of the following: bravo, gratis, financier, lichen, recess, isolate, docile, comely, diploma, cleanly.

2. Give the proper abbreviations for the following: account, present month, junior, doctor, debtor.

3. Write the present active participle of study, shoot, singe, trace, sin, sign, *tan* and *carve*. Give the rule that applies to each of the last two.

4. Write the following words and give a synonym of each: Cheerful, pleasure, discipline, defective.

5. Construct sentences containing the following words used correctly: aviary, iniquity, human, literally, wrest, stationery, stationary, verdict, capitol, climax.

6-10. In the following list some words are spelled correctly and some incorrectly. Rewrite, spelling all correctly: (25 credits)

alfalfia	audible
grammer	superseed
sieze	neccessary
separate	quadrille
icycle	liesure
bureau	musilage
judgement	ventelate
Britian	comparative
etiquette	buisiness
inteligent	enough
artillery	Chicamauga
gorilla	Panama
woolly	

CIVICS.

1. Give the objects of the United States Constitution as set forth in the preamble thereto.

2. What is an alien? How may an alien become a citizen?

3. Distinguish between direct and indirect taxation. Give examples of each.

4. What reason can you give for (a) the existence of two houses of congress; (b) the different methods of choosing the members?

5. What is meant by representative government? Give example.

6. What is the significance of a writ of habeas corpus and what justifies its being called sometimes "The bulwark of liberty."

7. State briefly how treaties are made and what branches of our national government are concerned in their making.

8. Distinguish between customs, or duties, and internal revenue.

9. Who are entitled to vote at school district meetings?

10. Give the important provisions of the law relative to compulsory attendance of pupils at the public schools of Nebraska.

AGRICULTURE.

1. Explain how weeds and underbrush waste valuable soil water in dry weather. Have weeds ever any value to farm land?

2. What three things are necessary to seed germination?

3. Give the purpose of tillage.

4. "As a rule, the farmers that grow and feed the most clover have the most fertile farms." Explain.

5. What is the economy of propagating some plants by seeds and others by buds?

6. Explain the importance of packing the soil about planted seeds.

7. Describe the work of the codling moth, and suggest a method of combating the same.

8. Name two advantages of raising pedigreed stock.

9. Name the five most harmful insects in Nebraska.

10. What purpose could a school garden be made to serve? Answer in as few words as possible.

THEORY AND ART.

1. Is knowledge, or mental development the true aim and end of teaching? Give reasons.

2. Give the purpose of discipline.

3. What is the advantage of the child's conversing freely with the teacher?

4. What do you consider "perfect order" in a schoolroom, as applied to pupils?

5. What will you do in the first thirty minutes of a new school on the first day?

6. Name three characteristics of a successful teacher.

7. To what extent should the child be required to recite in the words of the book?

8. What daily preparation should the teacher make?

9. Name three studies that train the memory, and two that develop the reasoning powers.

10. What study do you think has the greatest disciplinary value? Why?

ENGLISH COMPOSITION.

1. Write a list of five words, each of which, without change in spelling or pronunciation, may be used in two or more distinct significations. Illustrate.

2. Use correctly in original sentences the following words: Principle, expedient, eminence, impetuous, awful.

3. Write each of the following words in a sentence: plaintiff eligible, tenant, parallel, utensils.

4. Tell by effects that it has been raining; that the man is old; that it is spring.

5. Write a letter to your county superintendent, making inquiry about reading circle work, and meetings. (Do not sign your own name to the letter.)

PHYSIOLOGY.

1. What advantages in having the heads of bones large?

2. Name the longest bone in (a) the arm; (b) the leg.

3. Show how muscular exercises refresh the mind after a period of study.

4. Make a simple, inexpensive bill of fare for one day, consisting of highly nutritious and easily digested foods.

5. Give two reasons why the food should be thoroughly masticated before it is swallowed.

6. What is the lymph?

7. Name the parts of the eye.

8. Name three important uses of the skin.

9. Define bronchitis, pleurisy.

10. Describe and give functions of (a) periosteum; (b) dentine.

DRAWING.

Use pencil for construction work.

1. Represent an open crayon box to the left and below the eye of the observer.

2. Make a border, having for the unit of design a simple geometric figure.

3. Represent a group of three vegetables in which one is in part hidden from view by the other two.

4. Represent an out door scene exhibiting the use of (a) center of vision, (b) horizon line, (c) receding lines. Make proper notation showing where each of the above appears.

5. How should drawing be taught in connection with the study of leaves?

ALGEBRA.

1. Simplify:

$$4a^2 - \left\{ 5b^2 + a - [6a^2 - 3a - (b^2 - a)] \right\}$$

2. Define term, member, rational, surd, and multiple.

3. Factor: $a^2 - 2ab + b^2 - c^2 - 2cd - d^2$
also $a^3 b - ab^3 + a^2 b + ab^2$

4. Find the H. C. F. and L. C. M of
$x^2 + x - 12$,
$x^2 - 4x + 3$,
and $x^2 + 2x - 15$.

5. Solve: $\dfrac{\frac{2x-3}{2} - \frac{3x-1}{4} - \frac{x+1}{5}}{\frac{1}{5} - \frac{1}{3} - \frac{1}{4}} = \frac{1}{4}$.

6. The sum of the two digits of a number is 9, and if the number is divided by the sum of its digits the quotient is 5. Find the number.

7. Expand $(2x+3y)^4$ by formula, putting all work needed on answer paper.

8. Solve $\dfrac{3x + \sqrt{4x - x^2}}{3x - \sqrt{4x - x^2}} = 2$

9. Solve $2x^2 - x + a = 2a^2$

10. The diagonal of a rectangle is 25 inches. If the rectangle were 4 inches shorter and 8 inches wider, the diagonal would still be 25 inches. Find the area of the rectangle.

ARITHMETIC.

1. Define and give examples of prime, concrete, integral, simple, and denominate numbers.

2. Write in Roman letters 1906.

Write in words 3756.0498.

3. A farmer has three farms containing respectively 168, 216, and 240 acres, which he wishes to divide into fields of equal size, making the fields as large as possible; how many fields will each farm make?

4. (a) Find the L. C. M. of 84, 168, 252, 420.

(b) Explain as you would to a class.

5. Simplify $\dfrac{\frac{2}{9} \text{ of } \frac{3}{4}}{\frac{1}{2} \text{ of } \frac{1}{3}} \div \dfrac{\frac{3}{5}}{4\frac{1}{5}}$

6. The base of a triangular field is 360 yards, and the altitude is 615 feet. How many acres does it contain?

7. A man bought a farm for $97.75 per acre, which price was 15 per cent more than was previously paid for it. What was the previous price per acre?

8. Explain whether there is a gain or loss in selling two articles at the same price when the gain per cent on one equals the loss per cent on the other.

9. The sum of A's and B's ages is 76 years and ⅔ of A's age equals three-fifths of B's. How old is each?

10. At an annual school meeting a tax of $703.80 was voted. The assessed valuation of a district is $65350, how much is A's tax on an assessment of $2800?

GEOMETRY.

1. Define postulate, and axiom; and give two of each.

2. Theorem: The bisectors of the base angles of an isosceles triangle are equal.

3. Theorem: The line drawn from the center of a circle to the middle of a chord is perpendicular to the chord.

4. Problem: To inscribe a circle in a given triangle.

5. Theorem: The diagonals of a parallelogram bisect each other. Prove.

6. Problem: To construct a circle having a given radius, and passing through two given points.

7. Problem: To find a fourth proportional to three given lines.

8. Find the area of a triangle if the sides are 104, 111 and 175.

READING.

1. (a) Name two short poems that you would recommend for children's memorizing. (b) Why would you recommend these?

2. Name four books that you think children should read. Give reasons.

3. Distinguish between emphasis and accent.

4. Name the author of each of the following selections:
   (a) The Autocrat of the Breakfast Table.
   (b) Poor Richard's Maxims.
   (c) Rip Van Winkle.
   (d) The Last of the Mohicans.
   (e) Uncle Tom's Cabin.

5. Name three of the best modern series of text books in reading.

6. State four reasons *why* everybody should learn to read.

7. How can you tell when a child has mastered a new word?

8. Why should a child be carefully trained in reading aloud?

9. Give reasons as to which is the more difficult for a child learning to read:
   (a) "Does the fat rat see the cat on the mat?"
   (b) "Hiawatha lived in a wigwam with old Nokomis."

10. Where in literature do we find the following characters.

Choose any five from this list.

Ichabod Crane	Lochinvar
John Alden	Adam Bede
Maud Muller	Enoch Arden
Poor Richard	Hamlet
Sir Launfal	Oliver Twist

GRAMMAR.

1. Define substantive, antecedent, appositive, voice, participle.

2. Illustrate interrogative adjective, interrogative adverb, and interrogative pronoun.

3. Give the principal parts of the following verbs: fight, set, wring, have, hide, and sing.

4. Define participle, infinitive. Illustrate each.

5. Expand the following sentences, changing the italicized words, first to phrases, and then to clauses: (a) *Wise* men are respected. (b) *Wisdom* is the principal thing.

6. Write a compound-complex sentence.

7. Write the possessive plurals of lady, man, he, sister-in-law, tooth.

8. Analyze and diagram the following sentence: We may not be able to accomplish all we desire, but shall we therefore sit with folded hands?

9. Make necessary corrections in the following sentences and give reasons for corrections:

(a) He told me to sit it down and I sat it down.

(b) I found it laying on the floor.

(c) We shall give it to whoever seems to need it most.

(d) I met a man whom I have no doubt was your uncle.

(e) Every man, woman, and child is going to the celebration.

10. You desire to attend one of the Nebraska state normal schools. Write a letter to the principal of the school in which you are interested, asking for information.

BOTANY.

1. What are the parts of the flower? What are the functions of each part?

2. What is the principal office of leaves?

3. Define and give illustration by citing examples of each: Annual, biennial, and perennial plants.

4. Describe a typical cross-section of the stem of an exogen, and tell how it would differ from an endogen.

5. Distinguish between fruit and seed.

6. What is honey, and how related to botany?

7. Give the characteristics of the flower of the Rosaceae.

8. What are "rusts"?

9. Discuss structure, contents, and life of the plant cell.

GEOGRAPHY.

1. Define: Basin, divide, river system.

2. Account for differences in temperature, in the same latitude, between places of different elevation.

3. Give the causes of the changes of seasons.

4. What kind of government has Turkey, Norway, Brazil, Switzerland, Porto Rico?

5. Name the five races of men and tell what country is inhabited mostly by each.

6. Name the countries of Europe which touch the Mediterranean.

7. Distinguish between export and domestic trade.

8. (a) Name two states containing the most valuable copper mines. (b) Locate our three principal iron ore districts.

9. Name the most important harbor of the Atlantic coast of the United States. Why?

10. What movements are now being promoted to reclaim some of the arid regions of Nebraska?

HISTORY.

1. Name two early English navigators, and tell what regions each explored.

2. Give an account of the founding of the Massachusetts Bay Colony, and state why it grew so rapidly during the reign of Charles I.

3. Name four of the most important battles of the Revolution, and give name of opposing commanders in each.

4. Name the greatest act of Jefferson's administration. Why?

5. Name an interesting event associated with each of the following dates: 1492; 1607; 1776; 1820; 1863.

6. What is a tax on foreign goods called, and what is the purpose of such a tax?

7. What was the Missouri Compromise?

8. Give the purpose and results of the Lewis and Clarke expedition.

9. Select any five of the following names and make a brief statement concerning each: Magellan, Raleigh, Wm. Penn, Lafayette, Robert Morris, Daniel Webster, Susan B. Anthony.

10. Review three topics of interest in recent American history.

PHYSICS.

1. Give law for displacement of floating and of sinking bodies.

2. Which is heavier, a pound of pine wood or a pound of iron? Explain your answer.

3. Explain how an iron ship floats.

4. Distinguish between force pump and lift pump, using the diagram of each.

5. An engine running at the rate of a mile a minute, exerts a constant tractile force of 3000 lbs. on its train. Express the work being done in horse-power.

6. Give the modern theory of heat.

7. Make a diagram for, and explain the working of the siphon.

8. Give two ways of arranging cells to form a battery, and give advantages of each.

SEPT. 21 AND 22, 1906.

No new questions published by State Department.

OCTOBER 19 AND 20, 1906.

BOOKKEEPING.

1. What ledger accounts will close with loss and gain? What is inventory?

2. What is meant by "endorsement"?

3. How does a negotiable note differ in form from a non-negotiable one? What is the legal difference?

4. What is meant by "acceptance" of commercial paper?

5. What is a "ledger account"?

6-10. Journalize the following:

Sept. 1, 1906, Bought of Miller & Co., for cash.
Mdse. $250.75
Sold to E. A. Martin on account mdse. 25.80
Paid insurance, cash 30.50
Bought horse and wagon for use in business, paid cash 225.00

3. Bought mdse. 1587.39
Gave in payment my note at 30 days.

4. Horse used for delivery was stolen.
(What entry shall I make?)

4. Bought a horse for 150.00
Sold Mdse. for cash 123.50
Sold mdse. to J. G. Mahr 89.50
Took in payment his note at 90 days.

5. Paid rent for one month 78.00

5. Sold to E. E. Day, mdse. 129.00
Took in payment a note in his favor against L. D. Amos for the same amount.

MENTAL ARITHMETIC.

Part I.

Give complete analysis to the following five problems:

1. A farmer having sold ½ of his sheep and 10 of his cows, found that 15 sheep and ⅓ of his cows remained; how many of each had he?

2. A can do as much work in 2 days as B can in 4 days or C can in 6 days. In how many days can B do as much as C can in 18 days?

3. In a school of 80 pupils there are 32 girls; how many boys must leave that there may be 5 boys to each four girls remaining?

4. A tree 90 feet in length was broken in falling so that one-fifth of the longer part equals ¼ of the shorter. How long is each part?

5. A gentleman divided 28 apples among an equal number of boys and girls, giving to each girl 3 apples and to each boy 4; required the number of boys and of girls.

Part Two. Rapid Drill.

The superintendent will detach this part of the mental arithmetic examination before distributing the questions, and give exercise when all are ready. Allow ten minutes for completion; then collect answer papers and pin to Part One. Applicants will write numbers of problems and answers only.

1. How many cords of pine wood may be bought for $24 at $2¼ a cord?

2. Silver is 10.5 times as heavy as water, and cork is .25 times as heavy as water. How many times is silver as heavy as cork?

3. Paid $42 for a cow, which was seven-fifths of her value. What was her value?

4. How many steps each 2 feet 8 inches long will be taken in going 16 yards?

5. At 37½ cents each how many handkerchiefs can be bought for $3?

CIVIL GOVERNMENT.

1. Define: (a) government; (b) constitution.

2. Mention two powers denied to the states and tell why they are denied.

3. Compare congress and the Nebraska legislature in the following particulars: (a) Number of members in the senate and house; (b) presiding officers of senate and house.

4. (a) In case the governor should resign, who would become governor of Nebraska? (b) Who would become president in case of President Roosevelt's death?

5. What are the arguments for the popular election of United States senators?

6. Name the classes of Nebraska courts.

7. What are the legal qualifications of a voter in this state?

8. What provision is made for the enforcement of the compulsory education law?

9. Mention four important measures that were passed at the last session of congress.

10. Name three good text books on civil government.

PENMANSHIP.

1. What system of penmanship do you prefer? Give reasons for your preference.

2. In what grade should the child begin to use pen and ink? Give reasons for your answer.

3. What is muscular movement? How does it differ from finger movement?

4. Give two exercises suitable for muscular movement practice.

5. At what period of the day would you have writing exercises? Why?

6-10. Write as a specimen of your penmanship a selection of not less than four lines from your favorite author. Give name of author.

ORTHOGRAPHY.

1. Mark the accent and the first vowel in the following: alternate, disputant, docile, opponent, recourse, national, squalor, legislature, extant, finance.

2. Write sentences using the following homonyms: Gate, gait; idol, idle; loan, lone; hue, hew; cede, seed.

3. Write possessive singular and plural of: I, she, who, ox, son-in-law.

4. Write abbreviations for the months.

5. Give the meaning of the following prefixes and suffixes: circum, con, extra, non, trans, able or ible, er, less, ness, acy.

6-10. Some of the following words are spelled correctly, some incorrectly. Write all correctly:

musilage	dayly
corgial	imbesile
arrain	impanel
hoping	indict
caprise	licorice
implisit	traiter
prevailence	cristalyze
larceny	ciphon
renown	surpluss
license	fourty
cansel	ninty
grandure	lillies
annual	

AGRICULTURE

Answer any nine.

1. What part do trees take in developing a new country?

2. Of what use are different bacteria in soil?

3. Give three reasons why organic matter or humus is necessary in soil.

4. Which is the more valuable to the farmer, (a) the horse or the cow; (b) the pig or the chicken?

5. Why is a northern slope better for Nebraska orchards than a southern slope?

6. How is it that the barren lands of the west produce so well under irrigation?

7. What is a "cover crop?"

8. What are cedar apples and what injury do they do?

9. Which is the more valuable part of a school garden, the work of preparing and putting it in, or the crop which is harvested? Why?

10. Name and describe five noxious weeds of Nebraska, and tell how each reproduces its kind.

PHYSIOLOGY.

1. Name and locate five bones of the body. Two glands.

2. Define voluntary and involuntary muscles. To which class do the muscles of the intestines belong?

3. What is digestion? Is water or alcohol digested?

4. Contrast the proper diet of ditch diggers with that of office men.

5. Name in order the organs of circulation.

6. What organs constitute the nervous system?

7. How many teeth in a set? Name the classes with respect to size and shape.

8. Describe the structure of the skin.

9-10. Briefly write the substance of a talk you might give your school as to rules of hygiene relating to eating, drinking, sleeping, exercise and study, in their home life.

DRAWING.

1. Give in order, three steps of procedure in teaching a class of pupils to draw from an object. Choose proper object for illustration.

2. Represent two objects which may be used as an exercise in drawing in which only horizontal and vertical lines are used.

3. Represent a border extending across the page, in which two forms are alternated.

4. Represent a group of three objects based on the sphere, one object to be partly hidden from view by the other two.

5. Represent an out-door scene illustrating the following: (1) Horizon line, (2) converging lines, (3) the point of sight.

COMPOSITION.

1. Write correctly the following: (a) Consider william take a month to think. (b) Someone cried out louder please sir louder. (c) The night it was the middle of summer was fair and calm.

2. Correctly capitalize the following, giving rules for all capitals used: (a) The book of psalms is the middle book of the bible. (b) The war with spain united the north and the south in one grand cause.

3. Write a description of a landscape, indicating that it is fall.

4. What is the general principle to be observed in punctuation?

5. Write a short letter to a friend, giving an account of your first day of school.

THEORY AND ART.

1. Discuss the principle, "Processes before rules."

2. Give three conditions favorable to close study.

3. Discuss two ways of studying the lesson.

4. What do you understand by intuition?

5. What danger in stimulating the child's ambition beyond his natural ability?

6. Give a plan for stimulating the idle to study.

7. How would you teach patriotism?

8. Explain Page's maxim: "The minimum of punishment is the maximum of excellence."

9. Give two proper and two improper motives for study, and justify your classification.

10. Give the essentials of a good question.

GEOMETRY.

1. Distinguish between postulate and theorem; between corollary and theorem.

2. Draw and name the different quadrilaterals.

3. Theorem: The line joining the middle points of two sides of a triangle is parallel to the third side and equal to one half of the third side. Prove.

4. Give the conditions under which triangles are similar.

5. Problem: The homologous sides of two similar triangles are 7 feet and 11 feet respectively. The area of the second is 242 square feet. Required the area of the first.

6. Having given a:b=c:d, prove that a—b: a= c—d:c.

7. Theorem: In the same circle or equal circles equal chords are equally distant from the center. Prove.

8. Theorem: In a right triangle the median from the right angle to the hypotenuse is equal to half the hypotenuse. Prove.

9. Problem: Find the area of a trapezoid of which the bases are 73 feet and 57 feet, and each of the sides is 17 feet.

10. Exercise: The area of the circumscribed square is double the area of the inscribed square. Prove.

GRAMMAR.

1. Give the distinction between a phrase and a clause.

2. Define: (a) Participle; (b) infinitive.

3. Illustrate in sentences: (a) Past perfect passive of "find"; (b) future perfect active of "seek."

4. Write a sentence containing an adverb phrase, and expand the phrase into a clause.

5. Give the reason why the order of words in a sentence is important.

6. Show that these statements are ambiguous: (a) The fear of the enemy: (b) The writer being a scholar is not doubted.

7. What distinction can you make between the noun and the pronoun?

8. Distinguish between the grammatical and the logical (complete) predicate.

9. Diagram, or if you prefer, analyze: "A ruler who appoints any man to an office when there is in his dominion another man better qualified for it sins against God and against the state."

10. Write a letter to a school officer making application for a position as teacher.

ARITHMETIC.

1. Add $34.67, $83.92, $421, $984.69, $43.87, $1.95, $127.83, $42.87.

2. Find the quotient of 77 times 360 times 475, divided by 11 times 6 times 35.

3. Find the least number of oranges which when arranged in groups of 6, 7, 8 or 9 will leave a remainder of five in each case.

4. Bought 75 acres of land at $63 an acre. Sold three-sixteenths of it at $71 an acre, seven-twentieths at $65 an acre, and the remainder for $3½ an acre more than it cost. What was the entire gain?

5. A man dying left ⅔ of his estate to his wife, ⅔ of the remainder to his son, and the remainder to his daughter, who received $5000. What was the value of the estate, and what was the share of the son?

6. The product of three decimals is .0378. One of them is 1.08, another is 2.5. What is the third?

7. Divide 19 mi. 180 rds. 2 yd. 9 in. by 7.

8. The difference in time between London and New York is 4 hrs. 55 min. 37 sec. What is the longitude of New York?

9. Find the simple interest on $280 for 3 yr. 2 mo. 12 das. at 7 per cent.

10. A line 150 feet long reaches from the top of a fort to the opposite side of a river 85 feet wide. What is the height of the fort?

READING.

1. Distinguish between grammatical and rhetorical punctuation.

2. What causes too rapid reading? How may these causes be removed?

3. How can children be taught to look for the main ideas in a selection?

4. Indicate the emphatic words in the following:

They are poor
That have lost nothing; they are poorer far
Who, losing, have forgotten; they most poor
Of all, who lose and wish they might forget.

—Jean Ingelow.

5. What is the peculiar melody in "emphasis of contrast," in the above selection?

6. How may "effects" be classified?

7. What is your guide in determining the length of lessons to assign to a reading class in the fourth grade?

8. Of what value is supplementary reading?

9. Why is teaching of phonics important? Suggest a simple drill in phonics for a sixth grade reading class.

10. Indicate and explain the effects in the following from "Cobbler Keezar's Vision":

"O for the breath of vineyards,
Of apples and nuts and wine!
For an oar to row and a breeze to blow
Down the grand old river Rhine!"

A tear in his blue eye glistened,
And dropped on his beard so gray,
"Old, old am I," said Keezar,
"And the Rhine flows far away!"

—J. G. Whittier.

ALGEBRA.

1. Define (a) radical quantity; (b) simultaneous equations.

2. (a) Give principle used in clearing of fractions. (b) Give principle used in transposition.

3. Factor: (a) $x^2+2xy-z^2+2az-a^2+y^2$
(b) $16x^4+4x^2y^2+y^4$

4. Find the G. C. D. of: x^4+2x^3+x+2 and x^3+2x^2+2x+4

5. Solve: $\left(\frac{a}{1+a}+\frac{a}{1-a}\right)\div\left(\frac{a}{1+a}-\frac{1}{\frac{a}{a}}\right)$

6. A cistern is filled by three pipes. By the first it can be filled in 80 minutes, by the second in 200 minutes, and by the third in 300 minutes. In what time will it be filled if all are left open?

7. A certain fraction is equal to ⅓ if 1 is added to the numerator, but is equal to ¼ if one is added to the denominator. Required the fraction.

8. Expand: $(2x-3y)^4$

9. Solve: $\sqrt{3+x} = -\frac{3}{\sqrt{x-3}}$

10. Solve: $\begin{cases} x^2 + y^2 = 41 \\ x - y = 1 \end{cases}$

HISTORY.

1. State the effect of Columbus' discovery upon European nations.

2. Give the motive that led to the founding of each of two of the New England colonies. Where was the first settlement made in each?

3. How was George III connected with the independence of America?

4. Name the first four presidents and mention an important event in the administration of each.

5. Show the effect upon history of any two of the following: Cotton gin, Erie canal, Squatter Sovereignty.

6. Tell something of how Cuba became a republic and what relation if any she sustains to the United States.

7. Make a brief statement about each of the following: Benjamin Franklin, Alexander Hamilton, Stephen A. Douglas, Andrew Jackson, Albert J. Beveridge.

8. Give an important event connected with each of the following dates: 1521, 1607, 1787, 1867, 1893.

9. What states have been formed in whole or in part out of the Louisiana Purchase?

10. Name and give the authors of three poems of merit, based on incidents in the history of the United States.

BOTANY.

1. Give instances in which the seed does not produce plants true to kind. How are such plants propagated?

2. Distinguish between accessory and axillary buds.

3. Name two underground stems. How could you prove them to be stems?

4. Give the structure of the leaf tissue.

5. How could you distinguish the Cruciferae? How the Leguminosae?

6. Distinguish between endogen and exogen: (a) as to stem; (b) as to leaf; (c) as to flowers.

PHYSICS.

1. Define motion and rest as used in physics.

2. Explain how you would adjust a pump to bring water from a well 73 feet deep.

3. Give laws for the pressure of liquids, due to gravity.

4. Explain fully why a rapidly rotating emery stone may fly to pieces.

5. A plank 12 feet long and weighing 24 pounds is supported by two props, one 3 feet from one end and one 1 foot from the other. What is the weight on each support?

6. Distinguish between condensing and non-condensing engines.

7. How is the "candle power" of a gas or electric light determined?

8. We speak of one object as being blue, another as being red, etc. Explain what determines the color of an object.

9. Distinguish between sound and sound wave.

10. What is electrolysis?

GEOGRAPHY.

1. Define: (a) Continent, (b) equator, (c) axis, (d) meridian, (e) water shed.

2. Give area, population, and chief products of Cuba.

3. Give width in degrees of each of the zones.

4. Name the three chief food plants of the world and tell where each is cultivated extensively.

5. Name the countries that touch the Baltic sea.

6. Contrast the agricultural products of France with those of New England, and give reasons for any differences.

7. Give home, characteristics, and achievements of the black race.

8. Give chief agricultural products of Nebraska and tell where each is produced.

9. Why are these commercially important: Chicago, New York Central, Sault Ste. Marie, Suez, Hongkong?

10. Name and locate three important coal producing regions of the United States.

NOVEMBER 16 AND 17, 1906.

BOOKKEEPING.

1. In journalizing how do you decide what to credit and what to debit?

2. Write a check on a First National bank.

3. How would you make a trial balance?

4. Define liabilities, non-negotiable note.

5. Write a receipted bill complete in all details for the following:
6 complete geographies at $1.00 each
4 U. S. histories at 80c each
10 arithmetics at 52c each.

6-10. Journalize the following:

Oct. 1.	Bought of Brown and Johnson for cash, Mdse.	$2146.20
	Sold office safe for cash	12.00
3.	Paid cash for drayage	3.65
	Sold mdse. for cash	21.70
	Sold mdse. to Wm. Harris for his note at 60 days without interest	500.00
6.	Bought mdse. for cash	375.25
	Sold mdse. to Samuel May on account	480.30
24.	Sold Wm. Harris' note to the bank at 6 per cent discount.	
25.	Bought mdse. giving note payable in 30 days	746.20
	Received cash from Samuel May in full of account.	

CIVIL GOVERNMENT.

1. Which is really the more free, the savage living in his tribe, or the citizen of a civilized nation? Explain why.

2. Name five things that government does for the people.

3. In whom is legislative authority vested in (a) the home; (b) the city or village; (c) the county; (d) the state; (e) the nation?

4. Name in your opinion the two cabinet offices of most importance and state reasons for your opinion.

5. What is the difference between a bill and a law?

6. Distinguish between property taxes, import duties, and internal revenues.

7. Name five definite purposes for which the national government expends money.

8. How will you help pupils to become familiar with the machinery of state, county and municipal government?

9. Name the subjects, if any, that are required by law to be taught in the public schools of Nebraska.

10. What is the value of a current events paper in the school?

PENMANSHIP.

1. Give three reasons for using the system of penmanship which you prefer.

2. Write the names of three American authors of note.

3. Give one good reason why a child should not use a slate in learning to write.

4. Why should children write large?

5. Write the alphabet with special attention to height of letters.

6-10. Write three proverbs as a specimen of your penmanship.

ORTHOGRAPHY.

1. Write rule for doubling final consonant.

2. Divide into syllables and mark accent of following: equator, mountain, prairie, magazine, kerosene, pshaw, pitiful, species, weapon, loiter.

3. Write sentences using the following synonyms: plurality, majority; insurrection, revolt; rebellion, revolution; general, universal; punish, chastise.

4. Choose the right word in the following:

One man's pleasure is another's (pane or. pain).
The Lord shall (rein, rain, reign) forever.
The (pail, pale) light of the moon is seen.
A (vale, vail, veil) of mist hid the hill.
Take my (yolk, yoke) upon you.

5. Give correct abbreviations: South Dakota, Tennessee, Ohio, Virginia, Wyoming.

6-10. Some words in the following are incorrect. Write all words correctly:

abcense	plummage
awtum	woolly
alel	wrigle
baggage	sirynge
glutton	scholer
firken	messege
medecine	jocky
ivory	gossep
loyter	grizzlie
puding	fatel
limet	controle
parosol	laggard
parsel	

MENTAL ARITHMETIC.

Part I.

Give complete analysis of the following problems. Solutions in algebra not accepted.

1. A and B together have 34 apples, and ⅔ of A's number equals ¾ of B's number; how many has each?

2. A boy, after spending ¼ of his money for candies and one-sixth for peaches, found that 20 cents was two-sevenths of what remained; how much money had he at first?

3. Divide 49 into two parts which are to each other at ⅓ to ¼.

4. A and B engage to do some work for $54; A sends 3 men 5 days, and B sends 4 men 3 days; how much should A and B each receive?

5. A and B together can do two-sevenths of a piece of work in one day; how long will it take them to do the work?

Part II. (Rapid Drill.)

The superintendent will detach this part of the mental arithmetic examination before distributing the questions, and give exercise when all are ready. Allow ten minutes for completion; then collect answer papers and pin to Part One. Applicants will write numbers of problems and answers only.

1. What is the cost of bricks per thousand when a single brick costs nine-tenths of a cent?

2. One number is ¾ of another and their sum is 49. What are the numbers?

3. A man spent ¼ of his money and $10 more, and had $5 left. How much had he at first?

4. Sold a horse for $100, which was four-fifths of his cost. What did I lose?

5. If five-ninths of a ton of hay cost $2.50, how much hay may be bought for $22.50?

THEORY AND ART.

1. Should or should not the teacher talk about school affairs in public? Why?

2. What should a teacher read?

3. What importance attaches to the teacher's personal appearance? What to her voice and manner?

4. What do you understand by intuition?

5. What points would you make prominent in teaching arithmetic?

6. What is habit?

7. What is patriotism?

8. What is the relation of study to memory?

9. What is the difference between teaching and educating?

10. Give reasons for or against prize giving.

DRAWING.

1. Conventionalize a common leaf form and reproduce it in a border design.

2. Represent an open basket below the level of the eye.

3. Represent an apple, a potato, and a pumpkin, all resting on a plane surface.

4. Represent a roadway extending directly in front of the observer, with a fence on one side and a row of trees on the other.

5. Illustrate how you would teach a grammar grade class the principle of receding lines.

COMPOSITION.

1. Give eight rules for capitalization.

2. Correct mistakes in spelling, English, and punctuation of the following:

I seen the pointed spots on his brest the swelling of his throat and the sparkel of his eyes as he poured out his whole heart into a long liqid molody.

3. Write a short conversation between two boys.

4. Fill blanks with better or best, worse or worst:

Of all the boys Charles was the .....

Of John and Harry, John is the .....

Of the two, Mary is liked the .....

He is the ..... of all.

5. Write a business letter to a publishing house subscribing for some magazine for a year.

PHYSIOLOGY.

1. Name three common habits that tend to deform the human skeleton.

2. Explain the relation between exercise and muscular growth.

3. Name articles of food containing respectively (a) proteids; (b) fats; (c) carbo-hydrates; (d) salts.

4. Describe two functions of the liver.

5. What is the purpose of the circulation?

6. What actions are controlled by (a) the cerebrum; (b) cerebellum?

7. Explain "taste."

8. Name (a) two secreting organs; (b) two excreting organs.

9. How can the body best be protected against injurious bacteria?

10. Tell how alcohol affects the muscles.

AGRICULTURE.

1. Give three reasons for plowing the school garden in the fall.

2. Name five fruits and an enemy of each, not including birds.

3. Give three reasons why young people leave the farm, and suggest a remedy.

4. Why do we protect the birds and not the rabbits from hunters?

5. What are: Biennial, cambium, tillage, legume, smut?

6. What makes alfalfa and clover so valuable?

7. Name (a) a breed of draft horses; (b) of dairy cattle; (c) of beef cattle; (d) of sheep; (e) of swine.

8. How should seed corn be gathered and cared for, briefly?

9. What plant does the chinch bug bother, the Hessian fly, the wire worm?

10. Upon what are U. S. weather reports based?

ARITHMETIC.

1. Solve (a) 789×5678. (b) $63517429 \div 923$.

2. A lady wishes to purchase a piece of cloth which may be cut without waste into pieces 4, 5, or 6 yards long. What is the least number of yards she can buy for the purpose?

3. A merchant sold a quantity of sugar for $1,180 and thereby gained ¼ of the cost. If he had sold it for $1,000 would he have gained or lost, and how much?

4. What is the nearest number to 1348 that exactly contains 498?

5. A owns a square farm of 160 A. How many rods of fence required to inclose the farm, and divide it into four equal square fields?

6. Divide (a) .40 by .32, (b) 4.0 by .032, (c) 40. by .0032.

7. A man bought 7¾ thousand feet of lumber for $155. Find the cost of 19⅝ thousand at the same rate.

8. A farmer sold two loads of wheat, weighing respectively 4,260 lbs. and 4,345 lbs. His wagon weighed 1,060 pounds. Find the value of his wheat at 64 cents per bu.

9. Find the simple interest of $358.75 for 1 year, 7 months, 15 days at 7 per cent.

10. The perpendicular of a right angle triangle is 72 feet and the hypotenuse is 75 feet. Find the base and the area.

GRAMMAR.

1. What is the distinction between a preposition and a conjunction?

2. What is inflection? What parts of speech do not admit of inflection?

3. Illustrate: (a) conjunction, (b) declension.

4. Write sentences using, (a) a phrase as subject, (b) a clause as object, (c) a participle as object of a preposition.

5. "Men's evil manners live in brass; their virtues we write in water." Analyze the sentence in full, or diagram.

6. It had long been the fixed principle of Caesar's philosophy that the only way to enjoy life was to banish the fear of death.

Parse the first verb, the first proper noun, and the first object of a preposition in the foregoing sentence.

7. Write sentences to show the difference in meaning between accept, and except, much and many, most and almost, learn and teach, funny and odd.

8. Distinguish between verbs and verbals.

9. Write a letter to the head of the educational department of the state of Nebraska, mentioning some feature of his latest publication, "A Letter to All Teachers of Nebraska."

10. Fill blanks with one of these words: he, me, I, him, we, they, us.

Is it —— that you wish to see?
I knew it was —— because I saw ——.
Do you think it was ——? No, it was ——.
It is —— who were speaking to ——.
That is my mother. I know it is I —— hear calling.

READING.

1. Name a selection which should be read rapidly, one at medium rate, and one at slow rate.

2. What figures do you find in the following from "The Golden Milestone?"

Leafless are the trees; their purple branches
Spread themselves abroad, like reefs of coral,
Rising silent
In the Red Sea of the winter sunset.—
Longfellow.

3. Indicate by a line under each group the grouping (phrasing) of the above selection.

4. Should children be trained to read by word, or sentence? Give reasons.

5. What is the real purpose of oral reading? How does it differ from declaiming?

6. What is meant by having material intrinsically worthy of study?

7. What is meant by the atmosphere of a selection?

8. What is type? Give an example.

9. Why teach beginners sight words?

10. Give a quotation from Paul Revere's Ride.

ALGEBRA.

1. Define (a) Involution, (b) rational number, (c) quadratic equation.

2. Give an axiom based on each of the fundamental operations.

3. Factor (a) $x^2+16x+63$
$x^2+ax+bx+ab$

4. Find the H. C. F.
x^2-y^2, x^3-y^3, $x^2-8xy+7y^2$

5. If from three-fourths of a certain number 3 is subtracted, the remainder is four less than the number. Required the number.

6. Solve by substitution:
$x+3y=19$
$3x+2y=22$

7. Extract the square root of
$$\frac{x^4}{16}+\frac{x^3y}{4}+\frac{3x^2y^2}{4}+xy^3+y^4$$

8. A certain rectangle is twice as long as it is wide, and if the length be increased by 4 feet and the width decreased by 4 feet the area will remain the same. Required the original dimensions.

9. Solve the equation;

$$\frac{1}{x+1} - \frac{2}{1-x} = \frac{13}{4x-1}$$

10. Solve: $\begin{matrix} x^2+y^2=41 \\ x+y=9 \end{matrix}$

GEOMETRY.

1. Define (a) line, (b) surface, (c) volume, (d) angle.

2. Theorem: In an isosceles triangle the angles opposite the equal sides are equal.

3. Define (a) circumference, (b) tangent, (c) radius, (d) arc.

4. Theorem: An angle formed by two chords intersecting within the circumference is measured by one half the sum of the intercepted arcs.

5. Problem: To construct an angle of 45 degrees.

6. Problem: The sides of a triangle are 7, 9 and 11 respectively. Is the triangle right, acute, or obtuse? Why?

7. Problem: To construct a square equivalent to the sum of two given squares.

8. Problem: The chord of a segment is 16 in. and the distance from the center of the circle is 6 in. Find the area of the circle.

PHYSICS.

1. A stone dropped from a cliff strikes at the base of the cliff in 4 seconds. How high is the cliff?

2. On a certain day the thermometer registered 82 degrees Fahr. What is the corresponding reading on a Centigrade thermometer?

3. Tell how a solid differs from a liquid.

4. Distinguish between force pump and lift pump.

5. What is equilibrium?

6. What is distillation?

7. What is the horse power of an engine that will raise 100,000 lb. 120 ft. in ten hours?

8. Define any three: Energy, volt, refraction, motor, wedge, lever, calorie, dynamo.

9. Distinguish between volume and pitch of sound.

10. State four things upon which the resistance of a conductor depends.

GEOGRAPHY.

1. Define (a) parallel, (b) isotherm, (c) glacier.

2. What determines the location of the Tropic of Capricorn?

3. Which of the races has shown capacity for self-government? Which race is tribal in government?

4. Where and what are the following? Select three. Tundras, Madagascar, Mocha, Arel, Baikal, Barcelona, Cologne, Marmora.

5. New England and Ohio are great manufacturing regions. What natural causes have helped to develop each?

6. Compare island, peninsula and isthmus.

7. Compare the soil of low valleys with upland soil, and explain the difference.

8. What are the two leading beverage plants of the world? Where raised, and what part is used for beverage?

9. Products may be sent from St. Louis to New Orleans by rail or by river. Compare the two methods of transportation, giving advantages and disadvantages of each.

10. Give the chief sources of income to Nebraska farmers.

HISTORY.

1. Tell something of the Mound Builders.

2. What motives led to the founding of Maryland, Georgia?

3. What were the "Five Intolerable Acts?"

4. Compare the conditions in the United States, at the close of the 18th century, with the conditions at the present time in the following particulars: (a) area; (b) population; (c) means of transportation.

5. Name five men who helped frame the constitution.

6. State the causes and results of America's war for commercial supremacy.

7. What do you understand by the "Monroe Doctrine"?

8. What effect had the acquisition of Texas upon the slavery question?

9. Give results of the recent elections in any five states of the union.

10. Make a statement about each of the following: Henry Hudson, Patrick Henry, John C. Calhoun, Robert E. Lee, William H. Taft.

BOTANY.

Select eight.

1. What provision is made for the food of the embryo while the first roots are being developed?

2. What is meant by growing, and what by resting buds?

3. What three purposes may roots serve?

4. What is meant by definite and what by indefinite annual growth?

5. Give three purposes that leaves may serve.

6. What are incomplete flowers?

7. How are seeds scattered by nature?

8. Name some plant barriers.

9. What are cryptogams?

10. Discuss the structure of the bark.

DECEMBER 21 AND 22, 1906.

PENMANSHIP.

1. Give reasons why form should receive more attention than movement in training the beginner to write.

2. Give the advantages of the muscular movement.

3. Write the letters of the alphabet, grouping them according to the number of spaces above and below the base line.

4. What physiological conditions require larger letter forms for younger children?

5. Give your method of obtaining legibility, neatness and speed in writing.

6. Write the preamble of the Constitution as a specimen of your penmanship.

BOOKKEEPING.

1. Give rule for journalizing persons, property and allowances.

2. Name four ledger accounts that will show losses or gains and four that will show resources or liabilities.

3. Name three ledger accounts such that you can tell without inspection which side, if either, is the larger. Give reasons.

4. Distinguish between shipments and consignments.

5. (a) Write a letter of remittance.

(b) Write a letter acknowledging the receipt of a letter of remittance.

6=10.

Nov. 1, 1906—Commenced business with the following resources and liabilities: Cash $3,000, mdse. $2,000, bills receivable $500, bills payable $350.

Nov. 3—Sold to Joseph Johnson merchandise $130, receiving in payment: Cash $40, his note for $55, balance on account.

Nov. 5—Bought of H. Smith on account, merchandise $700. Paid for set of office records, $8.

Nov. 7—A fire in the basement of the store destroyed $300 of stock. Insurance $150.

Nov. 8—Journalize, post and close ledger.

Inventories: Mdse. $2,400; office fixtures $50; unpaid clerk salary $25.

CIVICS.

1. (a) In whom are the legislative powers of the state vested; (b) the law enforcing powers; (c) the law interpreting powers?

2. Give the most important law enacted during the last session of congress.

3. What is a revenue bill, and in what branch of congress must it originate?

4. Name four members of Pres. Roosevelt's cabinet.

5. Give the different kinds of county certificates, the length of time valid, and the requirements for renewal without examination.

6. In whom is the judicial power vested in (a) the city or village; (b) the county; (c) the state; (d) the nation?

7. Name the two leading candidates for governor in the recent election.

8. (a) When will a U. S. senator from Nebraska be chosen? (b) Explain the method.

9. All property in Nebraska is subject annually to three specific tax levies. Give each class and name the body determining it.

10. Give the number of your congressional district, and name the congressman-elect.

ORTHOGRAPHY.

1. Divide into syllables and mark accent of the following words: separate, mandamus, obeisance, corporal, coupon.

2. What words should be included in the list selected for the spelling lesson?

3. Give your method of correcting the written spelling lesson.

4. Write the following words and give a synonym of each: abase, bleach, clever, duplicate, poverty.

5. Write the following words and give antonyms for each: difficult, delicious, congratulate, benevolence, arraign.

6-10. Rewrite the words given below, spelling each correctly:

Exagerate
restorant
seceed
pronounciation
alledged
catastrophy
paralell
reccomend
leutenant
phlegm
chieftian
miuiture
incaluable
pheasant
auteak
parliement
umberalla
capillary
icycle
psychology
inocent
gaiety
receive
oppurtunity
iniquity

MENTAL ARITHMETIC.

Part 1.

Give complete analysis of the following five problems:

1. A merchant owning 40 barrels of flour sold two-fifths of it to A, and ¾ of the remainder to B. How much had he left?

2. If 4 horses eat 2 tons of hay in 8 weeks, how long will it take 5 horses to eat the same amount?

3. A horse cost $200, and four-fifths of this is twice the cost of a sleigh, and the sleigh cost four times as much as the harness. Required the cost of each.

4. A watch and chain cost $42. What was the cost of each provided one-fifth of the cost of the watch equals ½ the cost of the chain?

5. A farmer had 40 sheep in one field, which was 4-5 of the number in another field. If ½ of the sheep in each field jump into the other field, how many would be in each field?

Part II, (Rapid Drill.)

The superintendent will detach this part of the mental arithmetic examination before distributing the questions, and give exercise when all are ready. Allow ten minutes for completion; then collect answer papers and pin to Part one. Applicants will write numbers of problems and answers only.

1. A man earns $75 per month, and spends four-fifths of it. How much does he save in a year?

2. What will 5 lemons cost at the rate of 3 for 12 cents?

3. What will 15 pounds of flour cost at the rate of $4 per hundred?

4. A grocer bought a bushel of cranberries for $3.20. How shall he sell them to gain 2 cents a quart?

5. A certain number increased by ⅓ of itself equals 36. Find the number.

AGRICULTURE.

1. Discuss evaporation from the soil and give methods of preventing too rapid evaporation.

2. Do weeds exhaust soil? Give reasons for your answer.

3. Explain how severely cold winter weather may destroy or prevent the apple crop of the following year.

4. Describe the ideal soil.

5. Why is rotation of crops important?

6. Give directions for selecting, planting, and caring for corn.

7. Explain the purpose of spraying.

8. Explain the difference between a plant and a weed.

9. Name four useful and four harmful insects.

10. Name two breeds of dairy cattle, and two of beef cattle. Also name two prominent breeds of swine.

DRAWING.

1. What is the purpose of teaching drawing in the public school?

2. Make a drawing of some flower. Conventionalize and repeat to form a border.

3. Draw a cylinder lying upon the side with one end visible. Modify same to represent a common rolling pin.

4. Draw an open book below the eye and directly in front.

5. What is meant by (a) sky line, (b) foreground, (c) background?

THEORY AND ART.

1. How does reason differ from memory?
2. What work in numbers would you attempt during the first year of the child's attendance?
3. What purpose have you in mind when you select books and papers for your own reading?
4. What measures a man's value to his community?
5. What do you consider the most important study? Why?
6. Give some devices for stimulating the idle pupil to study.
7. What ends are to be kept in mind in temperance instruction?
8. Give reasons for or against the self reporting system of school government?
9. Give the purposes of the recitation.
10. When, if ever, should the pupils recite in the words of the book?

PHYSIOLOGY.

1. Name the three great functions of the bony skeleton.
2. Name some of the occupations that tend to give work to all the muscles.
3. Give the changes or processes that food undergoes in the body.
4. Describe the process of digestion in the thoracic duct.
5. State the four chief uses of the blood.
6. What and where is the arbor vitae?
7. What is the difference between touch and pain?
8. Mention two safe guards against the spread of disease.
9. Why would contact with the outside world "be agonizing" were the skin removed?
10. Explain why alcohol is not a food in the ordinary meaning of the word.

ENGLISH COMPOSITION.

1. Give reasons for each capital letter and each mark of punctuation, including quotations, in the following sentence: "What a lesson", Trench well says, "the word 'diligence' contains!"
2. Correct these errors: (a) all the *ripe fruit* of three score years *was blighted* in a day. (b) We must apply the *ax* to the *fountain* of this evil. (c) The man *stalked* into court like a motionless statue, with the *cloak* of hypocrisy in his *mouth*.
3. Write a description of a schoolroom which will give an idea of the teacher in charge.
4. Insert the proper word in these blanks: (a) He was sitting (beside, besides) the door. (b) We sat down (in, into) the parlor, but soon went (in, into) the library. (c) Throw the paper (in, into) the basket. (d) What will you take (beside, besides) your trunk?
5. Write a letter to a friend giving your idea of New Year resolutions.

GEOMETRY.

1. Theorem: If two straight lines intersect, the vertical angles are equal.

2. Theorem: The diagonal of a parallelogram divides the figure into two equal triangles.

3. Define circumference, concentric circles, quadrant.

4. Problem. To draw a straight line tangent to a given circle and parallel to a given line.

5. Theorem: If four quantities are in proportion, they are in proportion by division.

6. Define polygon. When are polygons similar?

7. The base of an isosceles triangle is 60 inches, and each side is 50 inches. Find the altitude and the area.

8. Problem: To construct a square equivalent to a given rectangle.

READING.

1. Give, and illustrate by words, five markings of the vowel "e".

2. Define allegory. Give an example.

3. Give your method of teaching children how to study reading.

4. Name the author of any five of the following: Tom Sawyer, Captains Courageous, The Mill on the Floss, Othello, A Child's Garden of Verses, To a Waterfowl, Nicholas Nickleby, How they Brought the Good News from Ghent to Aix, Tent on the Beach, Bigelow Papers, Lady of Shalott, Ivanhoe, Mosses from an Old Manse, The Spanish Student.

5. Name one prose work by each of the following authors: Longfellow, Holmes, Irving, Helen Hunt Jackson, Theodore Roosevelt.

6. Why do most children read in an unnatural tone? How improve this condition?

7. How often and when should the teacher read for the class?

8. How do you teach children to distinguish emphatic words?

9. Give a ten-line sketch of Whittier's life. Name one of his poems.

10. Is it profitable to teach children about "effects" and figures of speech? Give your unbiased opinion with reasons. They will be respected in the marking of your paper.

GRAMMAR.

1. Define language, grammar.

2. Define defective verbs, redundant verbs. Give examples of each.

3. Write a complex sentence; a compound sentence. Tell how they differ.

4. Parse the italicized words in the following: He *behaved* as a *manly lad should.*

5. Write a sentence containing an indirect object. Write a sentence containing an attribute.

6. Diagram, or analyze, "Our greatest glory consists, not in never falling, but in rising every time we fall."

7. Explain the use of shall and will.

8. Use the word "that" in sentences, as follows: (a) relative pronoun, (b) interrogative pronoun, (c) adjective, (d) conjunction.

9. Correct where necessary: (a) He looks like he was sick (b) Was you at the meeting yesterday? (c) We run all the way home last night. (d) Come and see my pet rabbit. (e) John said he seen Robert.

10. Write a letter to accompany a book you are sending to a friend as a Christmas present.

ARITHMETIC.

1. Write two numbers to illustrate the Arabic system of notation; two numbers to represent the Roman notation.

2. (a) Add 7557
3452
2534
4567
9862
3746

(b) 104,326—65,897

(c) 67,924×586

(d) 2,791,163÷394

3. Give three multiples of 27; three factors of 27.

4. Define simple fraction; complex fraction; compound fraction. Give an example of each.

5. Henry bought some collars for $\$1\frac{1}{2}$, a pair of gloves for $\$1\frac{3}{4}$, and 4 shirts at $\$\frac{7}{8}$ apiece. What change should he receive for a $10 bill?

6. A cubic foot of water weighs 1,000 oz. How many tons will 144 cubic feet of water weigh?

7. An agent bought 3,000 bushels of corn at $37\frac{1}{2}$ cents, charging 2 per cent commission, and $8.75 insurance. For how much a bushel must it be sold to gain 20 per cent over the entire cost?

8. An agent sold 45 sewing machines at $75 apiece, and 9 at $125 apiece. After deducting his commission, he remitted $3375 to the manufacturer as proceeds. What was the rate of commission?

9. If a pole 20 feet high casts a shadow 12 feet long, how high is the tree whose shadow at the same time is 90 feet long?

10. What is the square root of 10.4976?

ALGEBRA.

1. Give five axioms, one based on each of the fundamental operations, and one from which the equation is derived.

2. Give formula for (a) square of a binomial; (b) division of odd powers.

3. Factor: (a) $a^2 c^2 + a^2 d - 2c^2 - 2d$; (b) $x^2 - 16x - 225$

4. Find the L. C. M. of x^2+5x+6, $x^2+7x+10$, and $x^2+8x+15$

5. Simplify $\left(1+\frac{a-b}{a+b}\right)\div\left(1-\frac{a-b}{a+b}\right)$

6. The difference between two numbers is 16, and the greater is to the less as 7 to 5. What are the numbers?

7. Solve $\frac{1}{x+2}-\frac{1}{x-4}=\frac{1}{x-6}-\frac{1}{x-8}$.

8. Solve $x+y=7$
$y+z=9$
$z+x=8$.

9. Expand $(2x-3y)^5$ by binomial theorem.

10. Find two numbers whose product is 35, and the product of whose sum and difference is 24.

PHYSICS.

1. Explain the construction of a mercurial barometer.

2. How would you find the volume of an irregularly shaped stone?

3. What must be the initial velocity that a body may rise in the air for six seconds? How high will it rise?

4. Define inertia, momentum, energy.

5. Give Newton's three laws of motion.

6. Give two effects of heat upon substances.

7. Explain the dew point.

8. Distinguish between simple and complex vibration of strings.

9. Give laws for intensity of illumination.

10. Define any three: Ohm, volt, solenoid, magnet, pole, dynamo.

GEOGRAPHY.

1. What effect has latitude upon climate? Why?

2. Name the six continents in order of size.

3. What is paganism, and how does it differ from Christianity?

4. (a) What relation exists between time and longitude? (b) Explain the international date line.

5. Give an example of the effect of prevailing winds on climate.

6. What seas are on the border of or within Russia?

7. Give the four chief occupations of civilized men.

8. Give methods of commercial transportation.

9. (a) Name four articles exported in large quantities from the United States. (b) Name four articles imported in large quantities.

10. Give provisions for public education in Nebraska.

HISTORY.

1. What European was first to discover continental America?
2. What nations had settlements in America when John Smith and his company came?
3. Make a short statement about each of the following: Roger Williams, Anne Hutchinson, Witchcraft.
4. Name two specific provisions of the Treaty of Paris, 1783.
5. Give boundaries of the United States as it existed at the adoption of the constitution.
6. State how negro slavery was introduced into America, and how it was abolished.
7. What was the doctrine of Nullification, who was its principal advocate, and what finally became of it?
8. Make a brief statement about each of the following: Lord Baltimore, John Paul Jones, James Monroe, U. S. Grant, Grover Cleveland.
9. Name two recommendations made in President Roosevelt's recent message to congress.
10. What case of special importance to Nebraska is now pending before the U. S. supreme court?

BOTANY.

1. Define the cell.
2. Give conditions favorable to the germination of seed.
3. Discuss buds as to location, protection and development.
4. What are the distinguishing characteristics of the stem?
5. By drawing and discussion, show the difference between a simple and a compound leaf.
6. What is the stamen?
7. Make a drawing of a cross section of a maple and of a corn stalk, and explain any difference.
8. Give a general discussion of a bryophite, or fern, as to (a) appearance, (b) occurrence, (c) propagation.

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